

# Public Libraries

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## Emotional Poise in War Time

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(Concluded)

So much for our duty to the public and for the waking hours when man is able to a great extent to control his thoughts and emotions. But what of ourselves? What of the sleepless nights, the long nights when we bear the burdens of all the world on our bowed shoulders and the grief of the world breaks our hearts; when we can see no sign of hope anywhere; when we forget the high courage and the great spirit of France and see only that she is dying on her feet; when the cries of Belgian children haunt our restless dreams; when the thought that we are sending our own sons and brothers into that hell on earth brings no comfort from the great honor which our country has achieved in entering this fight to make democracy safe for all nations and we know only our sorrow for those we may never seen again.

You say over and over all the poetry and hymns you ever knew; you repeat the prayers you learned in childhood and add many a wild plea born of this hour of utter hopelessness; you go over all the tender and comforting verses in the Bible—then comes the picture of Rheims cathedral as you saw it in its pride and glory, of the homely, thrifty little French villages, of the glorious castles and towns of Flanders, and your mind pictures them all in ruins, all desolate; the hope and pride of England dead on French battlefields—and you are again at the beginning of the circle and your mind begins again its dreary round.

What then to keep one's emotional poise? Nothing—but to face it through

to the end. Granted that what this hour of intense depression forebodes comes true and German efficiency wins over English courage and French spirit and Yankee pluck and ingenuity. What then? They may invade more countries and pillage and destroy. They may impoverish even the vast resources of our own country. We may become vassals to Prussian militarism and despotism. What then? Can one nation kill another? Can they crush our spirit? No—and a thousand times no!

But what of Egypt? Dead, do you say? Conquered by time, but she still lives in the solemn grandeur of her temples. Greece? But Greece is alive! The very thought of her is beauty that never can perish. Helen of Troy lives in deathless beauty. Homer never can be annihilated. The Parthenon, although in ruins, dominates the world of architecture, and it is not of those who destroyed it that we think when we gaze upon its perfect lines, but of Phidias and Cimon who conceived and made it. Greece played her part and passed away, leaving a heritage of beauty no other nation ever can attain, but the spirit of Greece still lives. Rome, then, sacked and pillaged and laid in ruins by hordes of barbarian Teutons, her mighty empire overthrown and the long silence of the dark ages settling like a pall over her tomb. Dead? Why, Roman law rules the civilized world today! All these nations played their part and passed away, even as man does, but what was deathless in each still dominates us. Do you

know that wondrously beautiful poem  
The Ultimate Nation by Richard Burton?

Once Babylon, by beauty tenanted,  
In pleasure palaces and walks of pride,  
Like a great scarlet flower raised her head,  
Drank in the sun and laughed and sinned  
and died.

Where Tyre and Sidon teemed with ships  
aload,  
The wharves are idle and the waters lone;  
And to the Temple which was His abode  
In vain Jerusalem recalls her own.

Brooding the bygone from her sculptured  
seats,  
In living rock her mighty memories hewn,  
Along the Nile, wonder of water streets,  
Old fertile Egypt is a stranger's boon.

Mark Athens, breathed upon by breath of  
gods,  
With bards and sages to reveal her signs,  
Leap like a flame above life's iron clods,  
To fall in ashes upon vacant shrines.

And Rome, firm-founded in a wide emprise;  
Her laws and legions, her imperial goal,  
Avail not when her sometime honor dies.  
Smothered in shows that kill the mount-  
ing soul.

Such names of pride and power have been  
brought low,  
Lapsing alike into the cavernous years:  
Out of the grayness of the long ago  
Their ghosts fit homeless and we guess  
their tears.

The destiny of nations! They arise,  
Have their heyday of triumph and in turn  
Sink upon silence and the lidless eyes  
Of fate salute them from the final urn.

How splendid-sad the story! How the gust  
And pain and bliss of living transient  
seem!  
Cities and pomps and glories shrunk to dust,  
And all that ancient opulence a dream.

Must a majestic rhythm of rise and fall  
Conquer the nations once so proud on  
earth?  
Does man but march in circles, after all,  
Playing his curious game of death and  
birth?

Or shall an ultimate nation, God's own child,  
Arise and rule, nor ever conquered be;  
Untouched of time because, all undefiled,  
She makes His ways her ways eternally?

Here we have it: There is no such  
thing as a status quo; nations, like in-  
dividuals, must develop or decay; they

cannot stand still. But decay comes from within. If we allow the vision to fail we perish, but no nation can kill another. Kill England? Kill America? Never! America is liberty; England is law; France is the flame of the spirit, and nothing, not even Prussian hate and rage can kill liberty and law and soul though they burn and pillage and destroy in fiendish rage.

But all these wasted young lives, you say; the hope and glory of Europe and now America, laid low. Dare we say they are wasted? Once, two thousand years ago, there lived in an obscure village in an almost unknown country, a man known as Jesus of Nazareth, son of the village carpenter. This man taught strange doctrines for three years, then was condemned by his enemies and crucified. What a waste! Only 33 years of life, only three years of work, and no sons to carry on his name. And such an ignominious death; not even the glorious death for his country, fighting in the cause of freedom—just crucified. Yet the death of that young man changed the faith of the whole world. In his death he became victor. Our cause, the liberty of men and women and children is holy, and glorious the death of the martyrs who made it possible.

Again, hear the voice of the Great American speaking from generation to generation: "From these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—we here highly resolve that these dead shall not have died in vain—that government of the people, by the people, for the people shall not perish from the earth." Was it a waste of life which gave this nation a "new birth of freedom"? Is not the humanity of the world worth fighting and dying for?

Face it through; face it through; you will find that the end is victory. And there is this about it, once you have faced it through to the very end and seen that there can be no defeat of the soul, never again will you have

to go through this nightmare of fear and horror. You *know* just as absolutely as you know that you are alive, that liberty and truth cannot be defeated by oppression and falsehood and you await the outcome calmly. With a quiet mind you are free to turn to your work, remembering that we librarians can help the nation by giving our people constructive books which shall lead them to intelligent thinking and

direct personal service, and recreational and inspirational books, which shall lift their minds from time to time out of the apprehension and depression which settles upon us all, helping us as individuals and therefore as a nation to keep emotionally sane—controlled, quick in sympathy, quick in personal service, clear thinking, holding to our national honor and the vision without which the people perish.

### To the Would-Be Library School Student

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To the young person considering library work as a possible form of service, a comparison of the courses offered by the various library schools of the United States is carried on under many difficulties. There is no standard of nomenclature. A subject may be entered under one name in one catalog and under quite another name in another. Some schools indicate time required in semester hours, some by number of hours in the class-room, others by number of hours spent both in the class-room and in outside preparation. Even the grouping of courses is quite different, so that one may find similar courses under two or three different group-headings. The Association of American Library Schools would do a great service to the prospective student and to the profession by agreeing upon a standard of nomenclature, a standard of time and a standard of classification of courses. The comparison of catalogs would be greatly facilitated and the relative strength and weakness of the schools in regard to any particular group of subjects would be much more evident. This would be a great advantage to librarians in showing them clearly what kind of training new members of their staffs have had.

But, although there exists this unfortunate situation, the student looking forward to library work as a possible form of service, can roughly reach a decision

as to a school which will best serve her needs by keeping in mind the following: Subjects which must necessarily be taught in any library school can be grouped roughly into the following four subdivisions: Courses about libraries; courses on the administration of libraries; courses on special types of library work, and courses dealing with the books found in libraries. In the first group will come courses which give a history of libraries, either American or foreign; courses which describe library buildings, their plans and construction; and courses calling for library visits or the study of individual libraries. The purpose of this group of course is to train the student so that she may be intelligent as to the history and social utility of the institution over which she is to preside, and to prepare her to administer it with a due understanding of its relation to the community and may make the proper connections between it and other educational and social institutions.

The next group of courses has to do with the operation of the library, and includes the general principles of library administration, general business methods, the special technique of ordering, accessioning, shelf-listing, and classifying books, the principles of cataloging, and the rules upon which catalogers have reached agreement; the special problems connected with assigning subject headings; the organization of the detailed services connected with loaning books; the special problems of the shelf depart-

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ment; the best methods of repairing and binding books; and such technical instruction in the details of printing as will secure utility and good taste in the printed matter of the library. An enumeration of these topics shows plainly that these administrative courses, or technical courses as they are sometimes called by library schools, constitute the real backbone of any one-year course because they cover just those things in which a would-be librarian will be expected to be an expert.

With the growth of libraries in the United States an increasing degree of specialization is developing. There are, therefore, more and more courses in library schools giving instruction concerning various special kinds of library work. Such courses include those giving instruction concerning the special methods and problems of business libraries, school libraries, children's libraries, libraries of professional schools, reference libraries, extension work for the promotion of new libraries, and enlargement of the field of library service. It is in this group of courses that one finds the greatest differences among the library schools. Obviously the one-year school must give the fundamental principles of library administration. It is, therefore, compelled in so far as it deals with these special sorts of library work, to emphasize one or two kinds, and omit the others. In considering this group, a would-be student must ask herself what she intends to be as a library worker, and select that school which most nearly equips her for her chosen field. But since, when she is ready for work, there may be no opening in her chosen field, she may find herself compelled to enter service in quite another line from that which she desires, she should make sure that she gets the general elements of library training which are the foundation upon which all specialization must be built. The librarians of the special libraries, many of whom have come into the field without this general preparation, frequently show by their articles and by their discussions, how greatly this fundamental, first general survey of the

field is needed before specialization begins.

The last group of courses which must be considered in the library school are those which relate to the books which the student is to serve the public. This group includes courses on the principal reference books by means of which the reader's desire may be satisfied on the methods of the reference worker; courses in trade, national and special bibliography, covering the important bibliographical tools which the librarian must himself know and in the use of which he must educate his public; courses in principles of book selection, that the librarian may build up his library through a wise selection of books; courses in the history of books and printing, in order that the librarian may understand the development, characteristics and peculiarities of the books which he daily handles; instruction as to various kinds of books, such as incunabula, government documents and the like, which require special treatment.

The importance of these courses to the student will depend somewhat upon her previous educational training before entering a library school and upon the field of work for which she is preparing. If she is a graduate of a high-school only, she needs everything in this group in order that she may get the proper cultural background for the work which she is to do. If she is a college graduate she should have taken in college such courses in literature, history and art as will in a measure have given her the proper cultural viewpoint. On the other hand, if she is to be a cataloger and have little to do with book-selection, these courses are not of quite as much significance to her as if she were to be a reference worker or a librarian of a small city library. In any event, however, she will find these courses full of profit. Few among those in the library profession find they have an excess of culture preparation for the work given them to do.

To these general suggestions as to courses may be added one other suggestion which perhaps is not always sufficiently considered by the beginner. One

large element in library school training is the practice given in connection with the courses. A student may well consider here whether the school is so situated as to give her the kind of actual practical experience which she will need. Thus, if she is going into the library work in a large city, she should select a school which can give branch library experience. If she is to work in a rural community, such experience will be of far less value to her, perhaps, than that which could be obtained at some other school so situated as to give practice-training under rural conditions. If she looks forward to some one of the specialized fields of library activity a school which can actually give its students practice in special libraries or in special departments of a large library may be the more desirable. In a word, the student who knows what she wants should try to find the school which

will give her the best preparation, both in teaching and in practice, for the work which she wants. The student who does not know what she wants should make sure of a school which will give her a good all-round training with an opportunity to try out some one or more of the specialized forms of library service.

The above suggestions are necessarily of an extremely general character. Someone not connected, as I am at present, with the problem of library training might perhaps make more specific suggestions in regard to individual schools. Such suggestions, however, would have a very transitory value, for the change in the personnel of the teaching force of the library schools is very constant, and the courses of study are under constant revision. I am inclined, therefore, to think that general suggestions, such as I have given above, are of greater value.

### Secondary Education in Library Work\*

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In any plan which seeks to regulate and organize library work so that it may stand upon a firm basis and with dignity hold a place among the professions, the organization of training is a first essential. In recognition of this, library schools increase and multiply and by lively coöperation among themselves and close relations with librarians, their leaders constantly strive to establish and maintain a uniform standard and to adapt their training to the practical needs of libraries throughout the country.

The summer schools are receiving their share of study and constructive criticism so that reasonable uniformity of standards in these important training units is assured, while both library school and summer school show a spirit of progress in aims and methods which augurs well for our future. But from ocean to ocean a vast number of young Ameri-

cans are being prepared for service in libraries by other means, outgrowths of the apprentice system once found in all professions and trades. Had we statistics of the proportion of persons at this conference who were trained in the three ways we might find that apprentice trained people constitute the majority, while a census of library service in the United States would give them an overwhelming majority. Discussion of methods in this field of training has begun but recently and this paper is offered as a contribution toward such discussion with the hope that some concerted plan of coöperation leading toward greater uniformity in standards may be found practicable in the near future.

At present two librarians attempting to discuss apprentice training can hardly find themselves upon the same ground without first stating definitely what each one means by that term. For purposes of present discussion, therefore, a form of nomenclature must be adopted, and as an analogy with methods of training for other professions will not carry us through the present varied phases of

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training in ours, an analogy with the American system of public education has been chosen as presenting an understandable sequence of grades. Here we find parallels from university to the primary grades. We may class the library school, giving higher education in library work, with the college or university; the local apprentice class giving a goodly proportion of class instruction, with the high school; the apprentice class in which the practice work largely exceeds the class instruction, with the elementary school; while "taking on a green hand" and breaking her in by letting her watch others may well grade with Kindergarten or Montessori systems and sometimes is only too reminiscent of old-time apprenticeship to the rule of thumb. In order to distinguish between the apprentice courses corresponding respectively to high and elementary schools we may call the class receiving a high percentage of formal instruction a training class and that which gains most of its knowledge of library work through practical experience an apprentice class, while students who gain all their knowledge in this way may be termed apprentices but do not constitute a class at all. The place of the summer school in this classification is not easy to determine but would be worth considering in planning a comprehensive scheme of library training.

In his able article upon librarianship as a profession, Mr W. E. Henry urges that we train no one "who shall have had less than four years above the high school graduation or its equivalent in travel or reading or home environment or in library service," and feels that it would be still better if all training were built upon college graduation or its equivalent. To this we all say amen and let it come soon. But it cannot come soon, it must be reached by degrees and slowly and wisely we must establish those degrees. We might begin now to classify more definitely those who enter library work by calling professional librarians only those who have completed satisfactorily a course of instruction in an accredited library school and have had a

certain amount of experience in a library of good standing—for a graduate of a library school who has had no experience has much to learn and does not always know it. For the wise solution of that question we all look to the committee on standardization of libraries and certification of librarians. It is taken up here because it is believed that such a practice, generally adopted, would have a vital influence upon policies in secondary and elementary library training. Holding up professional librarianship as a goal all secondary and elementary instruction should lead toward it very definitely, just as in general education part of the work of the lower school should be to select and prepare students for the higher courses.

Since the American Library Association first took cognizance of the apprentice system it has stood firmly for certain principles, the first of which is that students shall be trained for the local library only. This is quite generally adhered to, although an occasional library issues certificates which might carry undue weight. One may almost say that this is the only point in which apprentice courses are uniform. The recent report of the sub-committee on apprentice classes and training classes in the report of the committee on library training, based upon a questionnaire sent to fifty libraries, shows many divergencies but an intensive study of three or four libraries of about the same size shows an even more surprising difference in policies and methods. Local conditions in city and library affect local policies and quite naturally each librarian stands firmly upon his rights to conduct a course of training for his institution in the way which best meets his needs. It is surely to the advantage of our profession that some standard for local training be established. How can the first steps be taken to accomplish this with the least possible annoyance to the people involved?

At this point we find ourselves, like the *New Republic*, a journal of opinion. Only by speaking as such can be assured the clash of wills which leads to action. The first opinion is that the desirable

unit for local training is the one parallelling the high school and called a training class. Assuming this to be an ideal plan, let us consider policies and methods which may be adopted in a large public library at the same time comparing with divergent practices.

Surely the first point to be considered is the purpose. Students are to be trained for work in the local library. If the more responsible positions are not filled by library school graduates some administrative work must be taught, but the main purpose is to teach local methods and to strive to develop in each individual the qualities which are desirable in members of the staff.

The applicant should be at least eighteen years of age and have had a high school education or its equivalent. An examination should be given, and this examination should be far simpler than that given for entrance to a library school. College entrance examinations are a fair basis if adapted to local high school standards and no technical library questions should be asked. One paper of one hundred points, forty on literature, thirty on history and thirty on general information is an adequate test. At this point a divergence occurs when a library is near a college and many applicants have had some college work. Should that library raise its entrance requirements or conform to standards and accept the goods the gods provide?

A month of practice work is sometimes required before examination so that the written test may be considered with one on personality and general adaptability to library work.

In the first interview the applicant should be told about library schools and if fitted by education and personality, urged to go to one, while in every case the difference between a library school and a training class should be made plain. At this time and all through the course the advantage of a college education should be kept before every student who shows ability and the right spirit. It is better to lead the best students toward college or library school than to hold them.

For such a training class a fair proportion of work is fifty per cent class work, including lectures and preparation of assigned work, and fifty per cent practical work in the departments of the library. When the proportion of class work drops much below this the course becomes an apprentice class, not a training class. The length of the course should be not less than six nor more than eight months. Five hundred hours each of class and practical work is adequate. An arrangement of schedule which begins with four days of class work and two of practice each week, shifting by degrees to one day of class work and finally giving one whole month of practice at the end of the course brings the best results. The total hours of work including study should not exceed the regular library schedule. The younger students are not as used to hard study as are college women and the practice work is very fatiguing to the beginner who has far more of it here than in the library school. It does not pay the library to wear out the students, as both study and practice suffer and interest flags.

Shall students be paid? Not in this plan when instruction given balances the time spent in practice. It is a fair exchange. When practice work greatly exceeds class work there is some justification for paying a student, but it is doubtful whether the work is done in as earnest a spirit. A divergence occurs here in cities where there is a strong competition for woman's work in all lines. In cases where it seems to be necessary to pay students in order to attract them the course is usually from eight to nine months long, only one or two mornings a week being given to class work so that the library may receive more service. This again throws the course into the apprentice class grade. In this case time given to lectures is usually included in paid time but preparation of class work is almost always done in the students' free time.

The subjects taught and the number of lectures on each must be regulated to a great extent by the organization of the library and its needs. In technique the

fundamentals should be given, keeping in mind the work which members of the class will be called upon to do later. The main reference tools should be made familiar to all in a course of not less than twelve lectures. Every student must know classification well enough to use the book collection with intelligence and subject headings well enough to make wise use of the catalog. These subjects may be given together and from fifteen to twenty lectures are necessary. The tendency of under trained assistants is to use any knowledge of classification which they may have in looking up books on the shelves without using the catalog, and proper coördination must be taught in this course.

Only a small percentage of students will become catalogers. All the class should be given a course of ten or more lessons on the use of the catalog, twenty are not too many, and should do a little cataloging, while a picked few should be given detailed training in the catalog department. The first month's work will show which students possess the qualities necessary as a cataloger.

Children's work should have a place in the class schedule of every week of the course, either discussion of children's books, the study of methods, or lectures by people engaged in the various forms of work with children. It is well to take the plunge the first week by a visit to the juvenile court, followed by weekly talks by the juvenile court judge or the chief probation officer, the boy scout leader, the Y. M. C. A. secretary for work with boys, visits to children's institutions, and most certainly a few talks on the psychology of the child.

Loan work should cover about twelve class periods, the local practice being described and the underlying principles being made very clear. Some comparison with practices in other libraries is desirable.

Periodicals must receive a good deal of attention as most students have a very limited knowledge of them. They should be given eight or ten class periods. A group may be assigned for examination and evaluation each week and left

upon a class room table for that time. One or two students may report upon selected articles on present day standards and tendencies in periodical literature, while all should be prepared to enter into a discussion of the scope and value of the periodicals assigned. This has been reported upon by one class as the most broadening technical course given.

It is worth while to make the course on order work quite full, and to include in it general principles and practice in book selection. It should open the technical courses, for in training for a local library the aim is to give a vivid picture of the work of that library and it will not be vivid unless it is logical in arrangement. The student is conducted behind the scenes, and her first concern must be how to choose books and how to obtain them. A study of book reviews, for which we now have an excellent guide, followed by the use of tools published by libraries and library serving publishers, should finally lead to a thorough drill in the use of the main trade bibliographies, omitting those which are seldom used except by the order clerk. This can be done in ten or twelve lecture periods, and may well be given two periods a week as it should be finished before catalog and classification courses begin.

Following the book from selection to shelves gives the student a clearer idea of the library as a unit than any other arrangement of courses can achieve. The technical courses may be arranged in this order:—selection, ordering, accessioning and shelf listing, mechanical preparation for shelves, classifying, cataloging, lending and reference work, while the course in children's work parallels each general course.

Some technical subjects covered by one or two lectures each must be given, such as the parts of a book and their use, bibliographies and other minor subjects with which the future work of the students will demand some familiarity.

Before taking up lectures or lecture courses other than technical we will consider for a moment the practical experience called in some libraries practice

work, in others, service. This should aim to illuminate the theory given in class as the latter should serve to interpret the practice. Lively coöperation between lecturers and staff is imperative, so that practice in routine shall follow within a reasonable time the class instruction in the subject. Sufficient ingenuity should enter into the schedule making to insure practice in every department for each student, so that she may show her special aptitude and gain a general view of the work of the library, to be coöordinated in the class room, while it is desirable that the last month be spent in practice in the kind of work for which she is best fitted. Each student should work under not less than three different chiefs, from whom frank and honest reports upon her work are essential to fair judgment.

In discussing practice work with several persons conducting training courses, two points have inevitably been brought up as difficulties to be deplored. First, a tendency to treat students as a sort of relief corps to assist in the day's work by doing all the odd and despised tasks such as putting up books and repairing, without a proper sense of the chief's responsibility toward the student or the library for her part in the course of training. Second, the waste involved in training students in a branch system where the mere routine of daily work is not uniform. The student has to re-learn the routine at each branch, using time better spent in bigger things, and the irritation entailed wears upon the student's patience and does not develop in her a proper respect for the organization.

The majority of the students entering training classes have but a slight knowledge of books, and one lecture period a week throughout the course is the least that should be devoted to the study of general literature and history. The method of teaching this must be left to the instructor, but as six months can give no more than an introduction to the subject, the aim should be to excite intellectual curios-

ity and supply a stimulus to future reading, as well as to train in critical appreciation of good books. Time spent in reading for this course should not be counted as study time. The students should be impressed with the fact that a librarian must be a reader, and that this course is for the purpose of guiding their reading while in the class.

Although the training is local it must not be provincial and talks upon all important phases of the library movement should be given and some reading required upon matters of interest to the profession including the work of important libraries. The students must feel themselves a part of the great whole.

With the general training in library work must go training as a citizen. The social and educational movements of the city, as well as those concerned with music, literature and art, should be brought before the students by the best speakers obtainable, who are always ready to give their services if they understand that they are instructing fellow workers for the city's welfare. The class hour immediately preceding such a talk should be given to a seminar on the subject to be discussed, based upon reading previously assigned to a few students. For instance, before the probation officer speaks, reports may be made upon the juvenile court movement, the gang problem and Judge Lindsay and his work, so that the speaker enters an atmosphere charged with interest in his subject. The result is absorbed attention on the part of the class and often a request by the speaker to be asked to come again.

The high school sends out graduates with heads full of partially digested information usually wholly uncorrelated with life and life's problems. The library high school, or training class, must focus all that information and give it vitality and meaning, it must develop the individual into a thoughtful, wide-awake citizen. Do we want any other sort of people on our library staffs? The student is worth careful

training in technique, along cultural lines, worth giving some vision of life and work if she is worth having at all. While a certain formality of organization should be maintained, the actual training should not be academic and the relations between class and instructor should be very personal. To broaden the student's outlook on life and human relations, to awaken her social consciousness, to show her the relation of education to life, to help build her character are tasks which bring to the instructor and the library rich returns.

In a large library one person should give full time to the class while it is in session, and she should be a graduate of a library school, with several years' experience. A recent graduate grafts upon the secondary school too many ideas and practices which belong to higher education and is often too immature herself to develop the students properly. Each department chief should give one talk upon the work of his or her department, and one or two courses may well be carried by members of the staff to give variety in the class room.

The plan as outlined is suited to a large branch library system but it may be adapted to a smaller library by simplification, retaining principles and proportions. It has been used in a medium sized library, to meet an immediate need, by employing an experienced worker for the school term, the instructor's previous ignorance of the library system and the city in question proving no handicap.

Given the will to do so, the small

library can adapt it to its purposes, for the time given in instruction to the few students needed would soon be counterbalanced by their assistance if originality and inventiveness entered into the planning. Two or three very small libraries, unable to give the time or employ an instructor can coöperate in such training. This plan has not been tested but is about to be put into operation by two very small neighboring libraries.

Factors which powerfully affect all local training and which have not been discussed in this paper are the library organization, the salary schedule, the use of a clerical force, the attitude of the library board and the ability of the librarian. An important factor which has been mentioned is the availability of college students for training classes when the library is far removed from library schools. This usually raises the entrance requirements and the standard of the course, and it is right that it should do so, but would it not be better that library schools be established at these points?

We look forward to a great increase in the number of library schools, but there will be for many, many years a need for local training, and it is time that library school and library join in a movement toward a fair adjustment of present highly diverse practices and work toward a standard of secondary training which shall lay a foundation for higher training, be flexible enough to adapt to every local condition, and dignified enough to take its place in a plan of library education leading to professional standing and recognition.

#### My Attendance at the Provincial Library School, 1916.

Muriel Page, Public library, Hamilton, Ont.

Please imagine yourselves for a moment in my place before I went to the school. You have done about six months' supplying in a large up-to-date library. You know a very little of this, and enough of that, to quite muddle you. I shall never forget my

first introduction to the fiction shelves. I found that I needed to go straight home to learn my alphabet. I thought I had mastered that long ago. You have learned to regard your friends and acquaintances as "The Public," a nebulous body to be kept quiet, smiled

upon, and assisted to the best of your ability. You have wandered in the labyrinth of Dewey, finding yourself more closely surrounded by sub. and sub.-sub. classes at every turn. You have spent hours with paste and brush instilling new life—albeit a sticky one—into books grown weary of public usage. You have spent time in the reference department. I shall never forget my first questioner, a very learned lady of the beak-nosed, spectacled species who had asked a learned question of some other awe-inspiring class. What must she have thought as I fearfully directed her to the encyclopoedia whilst I engaged the assistance of a more learned librarian! You also knew how to use the dictionary catalog, but you have had a due respect for the makers thereof. What a master-head must have been responsible for that ever-growing family of card children! You have reached the stage when you do much of the desk work mechanically, but you began to wonder about the why of things. Of the children's work you have known nothing, but you have looked with something like envy upon those considered wise enough to spend their days in our lovely bright children's room with children who are just as dear here as they are the world over.

You now have some idea perhaps of the puzzled state of my mind when Autumn, 1916, arrived. Will you still imagine yourselves in my place, and go, as I did, to school where all your why's will be answered and everything generally straightened out?

You are back at school again in a big room lined with books on pretty stained shelves. There are ferns above them, and a lovely bowl of flowers on the teacher's desk (familiar term!). At the end of the school-room is a large open hearth where, by and by, as it gets colder a great fire is lit, indeed the setting is all that can be desired. Gradually the room fills with scholars—not the girls in ginghams and plaits that you used to go to school with—but ladies of all sizes and ages, and all

seem so wise, you begin to feel smaller and smaller, and more and more ignorant. However, after all the registering is done, and time tables copied, you have found your desk—desks are arranged alphabetically by title, I mean by surname, and for once you find your desk is not in the middle of the front row as it always used to be, but with the other P's nearly at the back. After all these preliminaries are over, the lessons start and the straightening out process begins. The first few lessons are almost quite comprehensible. For instance, Miss Boil has obtained permission to take us on a world wide tour. We are to visit different main countries, paying special attention to certain cities, towns and villages. First, we are to visit a land called History—there we are to spend some time in the county of Travels, visiting Historical Maps, Antiquities and other interesting towns and so forth. After all the Decimal system is not going to be such a labyrinth in future—hope shines ahead. When Miss Barnstead tells us that a catalog should be systematic, accurate, and simple we smile knowingly—we had always thought the same ourselves. Cataloging is going to be quite simple after all. So one subject after another is started. Hardly any time passes, however, before a rather bewildered look creeps over the wise faces of the other students, they too begin to feel overwhelmed. As we get deeper into the work it gets more and more intricate, we really are not used to going so fast, we find there is so much to be learnt, so much to be done, and oh! so little time for it all, how are we ever going to learn all this and do all that? Oh, that all those dear people who tell you that all you have to do to be a librarian is to sit at a desk giving out, and taking in books, and to put them in place on the shelves, oh, that they could have sat in the front row and found out their great mistake!

First, we wake in the morning probably repeating our cataloging rules for subjects cards. We make a hurried

toilet, wondering how Mr Carson looked when he corrected our bibliography paper. At breakfast, if we are fortunate enough all to be down together, we discuss the reference work, after which we race to see who can get to school first, where we can write in our copy books, earnestly trying to coax our slanting, pointed letters, into an upright rotundity. Then in come the teachers, and after a few moments' friendly chatter, work is begun afresh, and we go still deeper into the mine of perfect librarianship, all going together, each examining her own particular corner, plaguing the poor guides with question after question. Sometimes, at a sudden turn, all seems perfect darkness, but, as our eyes get used to it, we see a dim light ahead, which gets stronger all the while, and we feel that we are not lost yet and look forward with pleasure to exploring this new cavern.

Now I am going to leave you to go where you will with those 30 odd students. You may go with them to the reference library and look up points on the life of Whitcomb Riley, or on prison reform, or on Thanksgiving day, or, you may inspect the cataloging and classification departments, and benefit by their wonderful method and system, or you may visit the bindery, and get hints on mending, but I believe there are still some who will want to come with me on Saturday afternoon and find out what I gained from my attendance at the school.

I gained a vision, only dimly seen at first, but which became brighter all the while. It was of a children's room—of many children's rooms, bright and sunny, gay with books and flowers and filled with children. As they read and listened to the stories told, I read their thoughts rising above the everyday sameness of their lives, to fair places, castles in Fairy land, where they dance in the fairy rings, and flutter their gossamer wings as they float in the air. Others journey to distant lands, where they enter into the lives of other children, so different from their own.

Some thoughts went back to the grand old days—the reader is a knight in armour ridding the world of evil by many a brave and courteous deed. Then their reading ended and they went back to their homes, but there was not the old sameness any more. But, as Miss Smith told us of her work amongst the children, I found that my vision was not a castle in Spain, but a solid substantiality here in Canada, that these things were being carried on all the while. I had thought before that work with the children was one I should like, but now I knew that there was no other work that I could do but with the children. Now those of you who have come with me, let us visit the bright rooms and talk with the children. We cannot help noticing the absolute faith they have in their "Library teachers." What a calamity it would be to break such faith! How careful the "Teacher" must be, and how much she has to learn!

It is with a new zest that we listen to the lectures on children's work, such splendid lectures, so full of inspiration! What a lot can be done for children through earnest librarians—how we can do it, what books we can read—what stories we can tell, and how we should tell them, and so we find our little place in the world, and we resolve to fill it to the best of our ability. We have only begun to learn the many things that a children's librarian should know and I for one shall never learn all.

Our imaginary visit to the school has drawn to a close. Once again, ladies and gentlemen, you may resume your wise librarian selves, but if you could—some of you—visit a library school in reality, and become a student again, I feel sure that your already great wisdom would become greater and if any of you knew as little as I knew I feel sure that you will gain a vision, and also the means to make your vision live.

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The world is a great book of which they that never stir from home read only a page—*St. Augustine.*

## Views of Library School Directors

[A letter was sent to the recorded directors of the various library schools asking them to send a message to the library world setting forth briefly whatever seemed to them timely and pertinent. The answers to some of these letters are given in this number. Excuses like unto those sent to the master of the wedding feast came from others. It would not be far wrong to say that the answers show forth the library schools, those that responded and those that tarried. Two asked for opportunity at another time. Reading these replies in connection with the articles by Mr. Root and Miss Welles gives ample room for discussion. Constructive comment or enlightening criticism touching the matter of library schools will be welcomed.]

## Pratt Institute school

There is one point that I have never happened to see stressed in the many discussions of the value of library school training, and that is what the students get from their contacts with the other members of their own class.

I have realized, myself, for many years that in a mixed class, containing as ours do, students from different localities and countries, college graduates and non-college women, assistants from many different kinds of libraries, teachers, business men and women, the young and the mature, that the commingling of so many different points of view, so many kinds of experience,—educational, professional, social,—gives a richness, a stimulus, both to the discussions in class and to the daily life of the students in and out of the library that makes up a large part of the value of the school year. Indeed I have often said that the students get as much from each other as they do from their teachers. It is for this reason that I differ from Miss Hitchler in her plea (*Library Journal*, Dec., 1917, p. 938) that "Untrained but experienced workers of recognized fitness be allowed to qualify as school graduates without being obliged to spend—in some cases waste—valuable time in rehearsing technical details thoroughly known to them," a plea for the separation of the beginners and those who have had experience in libraries.

This point I took up for informal discussion with a chance group of students in the class room, some of whom had had library experience of from 3 to 10 years, others of whom had had practically none. None of the ex-library assistants (the group included

a children's librarian, a first assistant in a large branch library, an assistant cataloger, and a general assistant) felt that they had suffered from an overdose of elementary principles or of technical details; they were emphatic and unanimous in saying that they wanted and needed all the technique that the course offered, that they had not felt themselves kept back by those without library experience, and that they felt that the presence in the class of those who had been teachers or who were fresh from college gave them much that they could not have gotten from a class made up exclusively of librarians. On the other hand, those without library experience said that while just at first they were bewildered and that all along they recognized the advantage that the library-experienced had over them, still they did not now, (at the end of the first term,) feel that the course was beyond them, and that the gain to them of associating with the experienced workers more than compensated for the disadvantage they felt themselves under as compared with the others.

Take the subject of classification for an illustration of how the class-room discussion benefits. The question whether Fowler's History of the literature of Ancient Palestine would be more useful in 892.4 or on 220.88 discussed by an assistant in a branch library in a Hebrew district, a High School librarian, and a reference assistant in a public library; or Niehardt's "The River and I" discussed by a teacher of English and a librarian of a small library, brings out points that the other students and the teacher herself might not have thought of.

In fiction seminar, the experience of

students from varying constituencies as to the tastes of their reading public, the light thrown on the reading of different authors in different kinds of communities is the most valuable part of the course, and contributed spontaneously by the students it makes far more impression than would the same information presented by the instructor. Moreover, in the technical subjects the students who have not been in library work bring to the consideration of details the fresh viewpoint of the outside public and often their suggestions are more sane and practical than those coming from students who have been inured to library technique. So that I am sure one of the greatest services that the library school renders to its students is that it acts as a clearing house for the accumulated experiences of the class, and, granted a high and fairly uniform grade of intelligence and ability, the more different kinds of experience,—educational, professional, cultural, and social,—contributed by the members of the class the better.

For this reason I have so far opposed the placing of the Pratt Institute library school on a college graduate basis, and have desired to maintain an open door for the exceptional woman who has gained from other experiences the knowledge and culture and the power of applying them that college is supposed to give. Some years ago I asked a graduate of a large co-educational university why she had come to this school instead of going to a graduate school. She replied, "Because I have been associating with college men and women for four years and I wanted to be thrown with some other kind of people." Her intimates that year were a Southern woman of wide social experience, the librarian of a western town library, and an actress who had gone into librarianship via a dramatic club library. All four of these women have made conspicuous success in library work, and the college woman would be the first to admit that the others were her equals in the school

and have kept fully abreast of her in professional work, while she gained greatly by her association with them in breadth of view and knowledge of life.

To sum up: The result of 20 years' experience with library students is a conviction that they gain more than has been generally realized from their contacts with one another, both in the class-room and in their daily intercourse; that library assistants and those from the outside have much to give each other, and that each would lose were they separated; and third that the greater the variety of individual experience the richer and more fructifying the common life.

JOSEPHINE A. RATHBONE.

#### St. Louis library school

The St. Louis library school was the result of a feeling, on the part of many who know the school situation as a nation-wide problem, that St. Louis was a logical training center. It is one of the gateways of the Southwest, and has tributary to it a group of states in which the development of public libraries has just begun. A school in St. Louis is bound to accelerate and facilitate that development and will at the same time furnish the material to carry it forward.

This feeling has found expression in many letters from those familiar with the training situation. "I have been wanting to say to you for some time," wrote Miss Mary W. Plummer several years before her death, "that I thought it would be a good idea for you to start a school. I feel that the Southwest needs one, and I can not conceive of a better locality or better environment for it than St. Louis and the Public Library there." Others wrote: "I think there is a real field for [a library school] in your section of the country"; "There is certainly room for a new school"; "It is quite a necessary thing for that part of the country \* \* \* because the only near-by schools are in universities."

The fact touched on in the last quotation was not without effect in influencing our decision. Public library work now offers the largest field for the library

worker; and yet some of our largest and best schools do not and can not offer that close connection with a large public library system that seems almost necessary to supplement theory with practice and give it the proper perspective. As a matter of fact, the St. Louis school is one of only three to be directly operated by a public library. This effect of close affiliation with a public library reaches its maximum, of course, only in a large institution having a branch system covering considerable territory and serving localities with wide differences of population and living-conditions. This is the case in St. Louis, and the St. Louis school is making a specialty of what it calls "laboratory work," offering its students practical experience, with a running theoretical commentary, in libraries corresponding, with some degree of accuracy, to the "small town library," the library near a school, whose relations with it are exceptionally close, the library in a high-class residence community, etc. In a large city like St. Louis, of course, this field of laboratory practise is enlarged by the presence of other libraries, general and special, whose collections, or whose methods will repay study.

Incidentally, a city like St. Louis offers obvious advantages and attractions to the student, that are not present in a small town.

In opening a library school in St. Louis, of course, no sudden creative work has been necessary. The library has been maintaining a training class for several years and has had in mind during this time its possible development into a school of standard grade. Every change that has been made in administration, curriculum or teaching force has been in this direction, so that the establishment of a library school has been but the final step in an orderly development.

The school has been in session only three months, but we believe that it is justifying the reasons that led to its establishment. Students have come to it from the southwestern states that we are anxious to reach, and its effect on the status of librarianship in those states,

as well as in our own, is sure to be a good and a growing one.

ARTHUR E. BOSTWICK,  
Director.

#### Simmons college

A wary story magazine prefixes to each monthly section of its serials a synopsis of what has gone before, to form a background of appreciation of the new chapters. Might one not assume that a library school's news notes, appearing from month to month in *PUBLIC LIBRARIES*, would be more interesting if occasionally the main features of the place were brought to mind as well as its current events?

The editor grants me an opportunity at the opening of this year to attempt this for the Library school of Simmons college.

Its history begins in November, 1902, with the opening of Simmons college, founded by the generosity of John Simmons, who left his estate for an institution in which "instruction should be given in such branches of art, science, and industry as would best enable women to earn an independent livelihood."

The theory of the college is that good technical work must be based on a foundation of general education, so that in all its departments the curriculum contains about three-fourths academic work, English, history, modern languages, science, economics, in short what any other woman's college would have, except the classics. The other fourth is given to technical work, varying according to the five different schools into which the college is divided, including the library school, with which alone we are concerned at present.

The characteristic feature of this school, differentiating it from most of the older library schools, is its twofold nature, for it is at once a one-year library school and a technical department of a college.

This is not accidental, but premeditated from the beginning. The college required an academic foundation and provided for it to be obtained coincidentally with technical training, but it also

said to graduates of other colleges that the technical courses were open to them, and it has always kept their interests in mind equally with those of the four-year students.

The result is there are two distinct elements in the student body of the Library school, with different entrance requirements, variation in academic background, and a somewhat different relation to that "college life" which is outside the curriculum.

These two elements are spoken of as the "regular Simmons four-year students" and the "college graduates."

The courses in library science given to both groups are alike, but the college graduates complete them in one year, devoting their whole time to them, while the four-year students have the same work distributed throughout three years.

The entrance requirements for the four-year people are primarily those for a standard academic college, with entrance by certificate from approved high schools, or by examinations given by Simmons or the college entrance board.

College graduates enter on their degrees, French, German, and one science being prerequisites.

The Association of American library schools expressed an opinion that the minimum age for entrance to a library school should be twenty years. At Simmons the entering four-year students are usually between seventeen and nineteen, so they are at least twenty-one before graduation, and their technical work does not begin the first college year. The maximum entrance limit is set at thirty-five years.

The college grants the simple B. S. degree to all those who fulfil the requirements for graduation, whether they are its four-year students or graduates of other colleges, regardless of which of the five schools of the college the course has been pursued in. It has of course authority to differentiate according to schools, if it should ever be more convenient for it to distinguish the library school graduates with the letters B. L. S.

"Where am I to live?" is a question which agitates the newcomer to a library school, often preventing her first days

from being the best of beginnings.

The college needs more dormitories, but assumes more responsibility for the housing of its students than most of the library schools do, an advantage to the students appreciated by those who have "limited rooms" in other cities. Some students live at home, the others in the college dormitories or in affiliated houses under the control of the college, and the college graduates may live in other approved places.

The main dormitories furnish the social center of the college life. There is less local library school social activity than in more segregated schools, as the manifold college and class activities are a substitute, especially for the four-year students.

The college itself is on the Fenway, next to Mrs Gardiner's famous Italian palace, in the very center of a group of notable educational institutions, chief of which is the Harvard medical school. Though its location in a city deprives it of the privacy of extensive grounds, there is a compensation in being near the libraries, theatres, and other opportunities of Boston.

Recent gifts of \$200,000 have been most welcome, as there is great need for additional buildings to keep up with the increased opportunities for service constantly opening to the college.

The college catalog usually appears in January, a separate bulletin of the summer session coming out later. Our "house organ" is the *Simmons College Quarterly*, whose February number is a "Register of graduates."

The student publications are the annual *Microcosm* and the bimonthly *Per-simmons*.

The school has 106 students, 44 of whom will complete the course in June, 1918, and judging from the past that number will be quickly absorbed.

Owing partly to the demands of the Government and partly to the development of special libraries, there is an unusual amount of movement at present among "old girls" on our active list of over three hundred who are "going up" to new and interesting work.

The next library gathering, whether at

Atlantic City, or an A. L. A., should see a big Simmons dinner, and experience meeting. To the meeting!

JUNE RICHARDSON DONNELLY,  
Director.

Syracuse university

An armed struggle for existence is the supreme test to which an individual or a nation can be subjected. The shams and pretensions which often hide so much of ugliness or weakness vanish like smoke before a gale under the blast of imperative and inexorable demands. Only the realities of strength and of power to achieve will endure this most searching of all tests. The man whose powers or knowledge are put under requisition in time of war may know that he has indeed some measure of sound and substantial worth.

There should be in these facts deep consolation for students and teachers of library schools who so often have heard their work ridiculed or its value minimized. Doubts have been raised again and again concerning the utility and worth of such an education. They were the result as a rule of that same process of fallacious reasoning which has so often weakened the purpose and undermined the confidence of the college student. The full syllogism need not be stated. Its condensed and familiar form is this: Many men have attained distinction without a college education, therefore it is useless to have one. In the case of library schools this parallel reasoning has been in substance, that since some of the most distinguished librarians in the United States were not trained in library schools, therefore such schools are a superfluity, almost an excrescence even.

Yet one of the first acts of the United States government, when compelled by irresistible causes to take part in the present stupendous war, was to send out a hurry call for the services of library school graduates. The War Department began a systematic search of the United States with the purpose of

adding to its staff in Washington every available trained library assistant. And in consequence librarians the country over find their staffs depleted. They are deplored the loss of servants whose worth they too lightly esteemed. The pressing demands of war have brought into sudden and clear relief the utility, the high practical value of the knowledge which a library school imparts. If there were 1,000 more trained graduates of such schools in the country today, they would be instantly absorbed by the many employers, public and private, who are demanding such services as these assistants alone can give. For at present librarians are scouring the country to find substitutes for those humble workers whose services were too little valued until they were lost.

Among the social changes, many of them profound and permanent, which the war is producing must be included, therefore, a new worth and dignity for the library school and its graduates. And this value is of the highest kind—the value of indispensable service to the community. The skeptics and the doubters are once for all put to rout and the objects of their sometimes caustic comments can now go forward with their work braced by a new assurance and a strengthened confidence.

This certainty of having a tried and tested value, however, must not degenerate into that self-satisfaction which relaxes moral fibre and blights the spirit of achievement. In the pioneer's work of breaking new paths, of building from the very foundation a new kind of educational agency, of organizing a new department of knowledge the library schools have done splendidly. But the results so far attained, laudable as they are, have not yet approached the limits of achievement.

The library school can dignify, strengthen, ennoble the profession for which it trains by making, as opportunity affords, at least one change in its procedure. And that change is to

select with more exacting tests the human material on which it works. Curricula are comprehensive enough, faculties are learned enough, their methods of instruction are with exceptions sound and efficient, the training they give is thorough and intensive. But the natural capacities and the limited attainments of many members of the student body preclude or hamper seriously the achievement of the best and most satisfying results. The personnel of the student body in library schools is susceptible of improvement in quality.

One means of making this improvement is of course to establish more severe and rigid entrance examinations. As a truly effective instrument with which to do the work of selecting from the mass of applicants for admission those whose attainments and natural aptitudes fit them for library work, the entrance examination, however, has been much overestimated. As every experienced teacher knows, it affords at best only dubious evidence concerning but one aspect of the applicant's qualifications, the extent of her knowledge in certain selected subjects. It may be passed with a grade of 100 per centum by a student who lacks enterprise, resourcefulness, adaptability, courtesy, sympathy, generosity of spirit and a score of other qualities which the library assistant ought to have.

The best and the only searching test of a student's fitness for library work is that close observation of her which is permitted by daily association during lectures, recitations and conferences. This alone affords opportunity for an adequate estimate and measure of ability, character, personality and general fitness for the profession in view. And when a student is found seriously deficient, she should be dismissed, no matter how great the strain on the feelings and moral courage of the faculty. Only by the application of this drastic measure can justice be done to the superior students, to the school and the library profession.

But even numerous dismissals cannot necessarily correct to a satisfactory degree defects in the composition of the student body. The complete and ideal remedy is to attract to library schools only those students who have at least in large measure the requisite qualifications. To accomplish this result by formal and artificial means was probably beyond the power or wit of man. But perhaps the destructive agency of war will here as elsewhere produce an upbuilding and beneficent result. The competition for the services of trained library workers, which could come only from some sweeping change in national circumstances, will probably cause such an increase in salaries, that young women of superior merit will find this profession offering not only the reward of agreeable and useful service, but also that of adequate pecuniary compensation. It may be that the results of the war on library schools and the librarian's profession will be largely beneficial.

E. E. SPERRY.

#### What I believe about library schools

1. A library school should be conducted in a library, or adjacent to a library where people are served every day. People are the real consideration in a library.
2. Designate and describe the projects and the stations that fit the subject matter of library science, service and economy.
3. Separate all students into groups of two, three or four.
4. Prepare sliding schedules of department service. Students can be shifted from one group to another or may be eliminated. It is always well to keep the eliminator at hand.
5. At each station have a group captain, who shall make weekly reports that resemble factory reports but with added notes on human nature.
6. Each student shall make weekly report of all work and study, by station and by hours and by subject matter.
7. Each student to make book review or annotation on especially designed form that gives very small space. No assigned reading whatever: Let them listen at lectures or hunt for it.
8. Possibly an entrance examination but no more. Examinations after entering school are unnecessary, incompetent and a shameful waste.
9. No recitations and no classroom arrangements. Lectures only when needed.

and then by notable experts who have something more than knowledge of subject matter. Reduce the talk and increase the power to work.

10. Each group should have its office instead of desks in classroom. Complete equipment, complete freedom.
11. Teachers should have leave of absence frequently, say every other year, and should then be in contact with real public service. Also with such a plan we could escape conventionalized study courses and the academic prejudice. The teachers and subjects would be fresh and alive.

Several other items could be added and it would be more satisfactory to explain item No. 2 which aims to be vocational. The time schedule, the group, and the subject matter should be detached from class room programs and placed where actual work is being performed.

Note taking and the notebook test are wasteful and student reports on reverse of time sheets are more businesslike. Let the student state what she thinks she is doing and she will soon find that the responsibility lies with her rather than with the teacher. Most students have learned that education is a process of "getting by", or "getting through." If they find the same old game of classroom, recitations, assigned reading, examinations and note-taking, they are tempted to use the well known methods of passing and getting through. Those are human nature factors, but the educationist of today has endorsed school plans of like nature as scientific and we know what is claimed for vocational education.

The bane of the practical should not blind us to the fact that educational values and practical values are identical.

I believe in six school days every week instead of five and also in vacations at will.

I believe in short seasons of intensive class instruction (amounting to about ten or twelve weeks in a year) in cataloging, classification, story-telling, library law, documents and references, actual bookbinding and possibly other subjects, by temporary teachers notable in the profession, although I wish that that work could be done exclusively in groups.

I believe that a school year should cover eleven months with a total time

record of not less than 1700 hours.

I believe that students in a library school should not be treated as children, but should be taught institution transactions in terms of money and business management—the real thing, not lessons.

I believe that there should be a chance for any physically fit candidate, without age limit or "educational" test who desires a chance; but every candidate should know that there is little reward at the market end of a school course for those who have not had at least two years of college. As there are more places of little reward than of rich incomes, it is quite necessary in order to help all, that schooling be offered to the lesser librarians and to those of little reward.

It is stimulating and good to have all kinds in one school and it can be done without danger or damage.

JOSEPH F. DANIELS.

Riverside, Cal.

#### Women in Library War Service

From nearly all the camp libraries comes the cry for more help for the actual doing of work and from many of the camps comes the appeal for suggestions and ideas of just what to do, by men who have gone out to take charge.

The ruling of the War department forbids that women shall work on the inside of the libraries. There are many more effective women library workers than there are men, and if the library boards over the country would treat them in the same way as they have the men, that is allow their salary, and if the Government would provide their subsistence, making arrangements for them to live outside the camps if needs be, one would see an impulse and vigor given to the library work in the camps which it must be acknowledged is lacking at the present time.

Would it be unwarranted for the women themselves to organize to carry on where they see things to be done and that are not being done by the men? Miss Addams' story of Betsy Ross and the flag could find a counterpart in the present situation and in camp library service.

A WOMAN.

**Word From War Finance Committee**

Brooklyn, N. Y., December 13, 1917.  
To Trustees, Librarians and interested  
Friends:—

The A. L. A. War Finance committee desires to express through this journal its most hearty and sincere thanks for the cordial co-operation extended to the committee by everyone who took part in the recent \$1,000,000 campaign to provide books for soldiers and sailors both here and abroad.

The result has been beyond the fondest dream of any member of the committee and is due entirely to the untiring efforts of trustees, librarians and friends who worked so hard and so long to achieve the desired result.

The committee will be able to turn over to the association at least \$1,500,000 clear of expenses, and it now remains for the association to see that this money is so expended that the most satisfactory result will accrue to the soldiers and sailors for whose benefit it was raised.

Most appreciatively yours,  
FRANK P. HILL, Chairman,  
A. L. A. War Finance Committee.

**A New Organization**

Chicago, Dec. 18, 1917.

Editor, PUBLIC LIBRARIES:

The cancellation of the midwinter meetings in Chicago of the A. L. A. Council and other library organizations calls attention to these meetings in a way that perhaps the continued holding of them would not have effected. And it brings up the question why there should not be held somewhere in the Middle-West a conference of librarians that might be for us what the Atlantic City meeting and the annual meeting of the New York State association are for the eastern and middle states.

I would like to take this opportunity to make a suggestion that has often come to my mind, namely that the officers of the states around Lake Michigan: Illinois, Indiana, Michigan, Minnesota, Wisconsin, with perhaps,

Iowa, Nebraska, Missouri, added, try to arrange, at a convenient place, some time during the early part of next year, a meeting of the librarians of these states, not to listen to a long list of long papers, but for the *discussion* of a small number of vital problems, such as, for instance: "Libraries and city surveys," "Libraries and local history material," "Specialization in public libraries." I mention only a few subjects that happen to come to my mind; there are many others, but only a few should be selected, and these should be related to each other to some extent, so as to make for unity. The opening of the discussion of each subject should be assigned to one or two persons, and two or three others should be asked to be ready to take part.

Could not PUBLIC LIBRARIES take hold of this idea and see if anything can be done with it?

AKSEL G. S. JOSEPHSON.

**Cataloging**

With the Library of Congress ready to supply analytical cards for over 3,000 series and collections and the A. L. A. Publishing Board attempting to cover nearly 250 more, it would seem that the most pressing demands for such entries, not only by American, but also by foreign libraries using standard sized cards, have been met. Nevertheless, the large libraries, particularly those engaged in recataloging their collections, and also small institutions desiring to analyze quite closely, are still occasionally confronted by important series of monographs and other composite collections not as yet touched by any of the above-mentioned agencies.

The undersigned ventures in this connection to address a plea to institutions which print, multigraph, or otherwise manifold their catalog entries so as to permit of their distribution to other libraries, that on analyzing a set, series, or other publication likely to be of general interest, they advertise this fact, either by sending out circulars or by inserting notices in the *A. L. A. Bulletin* and the library periodicals. The notice

should contain the necessary information in regard to the publication or publications covered, the number of entries and an estimate of the cost of a full set of cards. It is perhaps unnecessary to point out that care should be taken not to duplicate entries already available, or in process of preparation by institutions engaged in distribution of catalog cards, particularly the Library of Congress, the A. L. A. Publishing Board, and the John Crerar library.

Should a library decide to make its analytical entries available after the manner here indicated and see its way clear to provide, in addition to the number of entries required for its own use and to fill orders received up to the time of printing, a small stock in anticipation of future orders, so much the better.

There is not likely to be any financial profit to speak of in the sale of these cards. The saving to any given institution which may decide to try it out, would be rather an indirect one, resulting from the increased number of analytical entries obtainable through extension of the present coöperative system, as exemplified by the A. L. A., the Library of Congress and the John Crerar library.

To continue, especially under present conditions, the wasteful duplication of cataloging which still persists in spite of years of missionary effort on the part of the A. L. A. and the Library of Congress, when a little good-will and foresight, with perhaps a slight initial expense for administration, would eliminate a large part of the waste, seems almost criminal. One might almost be justified in labeling it as sabotage.

It goes without saying that one condition of successful and efficient participation in the coöperation here referred to, would be an ability to follow and abide by standard cataloging practice as accepted by most of the leading libraries of America and the British Empire, and as laid down in the Cataloging rules of 1908, the A. L. A. and the Library of Congress lists of subject headings.

J. C. M. HANSON.

University of Chicago.

December 14, 1917.

### Universal Library Card

What do you think of the idea of a universal library card for the use of traveling men, people away from home temporarily, etc.? Such a card should not be hard to work out. For instance, I am willing to announce to the people of this city that, with proper guarantee, this library will stand sponsor for the return of books issued by other libraries on our identification card. We would recognize such a card from any library which would show us a like courtesy.

Not long since a gentleman from New York having a New York library card wished a book to take with him on a three-day trip through Kansas. The book was returned promptly with a letter of appreciation. If a visitor does not expect to return to the town from which he has taken the book, it can easily be returned by parcel post.

Why not a league of libraries that will recognize such a card of identification?

PURD B. WRIGHT,  
Kansas City, Mo.

### A Word of Warning

A letter has been sent out to a number of libraries by J. G. Dornbirer of the Cleveland Council of Defense relative to the mutilation of books. The vandalism is evidently the work of enemy sympathizers and seems so serious that Mr Dornbirer thinks a general word of warning ought to be sounded.

The writer was in several of the largest libraries in New York, Philadelphia, Boston, Providence, Cleveland, St. Louis and Chicago within the past six weeks and in looking up a subject in "Practical Electro Chemistry" by Bertram Blount, published in London by the Archibald Constable Co., and known as the second edition, I found that the chapter on organic electro chemistry was in all cases cut out of the book or the leaf torn out, with the exception of three cases, where the whole volume was stolen and reported so by the librarian.

It has recently become known that a great many volumes on organic chemistry and those treating on the dye stuffs have been stolen to such an extent that the books can hardly be obtained.

You are no doubt aware of the fact that the largest booksellers in this country do not handle a great many of these works.

(Signed) J. G. DORNBIER.

### Why Not a Woman's Auxiliary?

Having had considerable experience in "being a woman" and several years' experience in "being a librarian" I am moved to write you regarding the eloquent silence of the Camp Libraries committee regarding the services to be rendered by women librarians.

After making due allowance for the difficult task the A. L. A. War Service committee has had in perfecting an organization and the more difficult task of raising the million dollar fund, there would still seem to have been a long enough period elapsed for plans to be formulated and *announced* regarding the most prompt and efficient method of handling the book side of the camp library work. Accepting the fact that the War Department has ruled that women cannot serve within the library buildings in the camps and cantonments, there is still the very large and very important task of selecting, purchasing, and assembling books and preparing the very simple (but necessary) records before the books are really ready for camp use. I believe it is safe to say that in the majority of public libraries in this country such work is done chiefly by women. Why does not the War Service committee call to its aid representative trained women librarians who are experienced in handling records connected with branches and other methods of distribution in many large public libraries and state traveling library systems? If there has been an effort in this direction and there were not sufficient responses, publicity should be given it.

It happens that among my personal acquaintances are three women, who were trained librarians, before their marriages, who have expressed a desire to render patriotic service (without pay) in connection with camp library work; also a number of women now holding important library positions have hoped that opportunity might be offered for them to contribute a period of time in helping in some phase of this vast undertaking, where their skilled library service would be of value.

No one questions the earnest and eager

desire of both men and women in the library profession to be of service to their country at this time; and the inclusion of two well-known and competent women librarians on the War Service committee was logical and accepted as a matter of course. It was, however, equally logical, after the organization was under way, to utilize this majority group of A. L. A. members for definite service in bringing the books to the soldiers. Surely, no one who had part in the campaign for funds but knows how persistently, wholeheartedly and successfully the women librarians labored in season and out of season to reach the quota assigned to each territory.

Possibly there may be some plan on foot for utilizing this available group of skilled workers, in view of the fact that there is a shortage of men librarians, for service. Why should the camp librarians be expected to prepare the books for circulation, when that could be done as well or better at centers elsewhere and the books sent to them ready for use in *real* camp library service with their men. Does the situation indicate that the present plan has been effective? If an Auxiliary committee of women librarians would be acceptable to the committee, to work "back of the line" for the Camp libraries in these technical capacities, there are scores and I believe hundreds of women ready to serve. Why not try it?

"ONE OF THE WOMEN."

### Curious comment

One of the curious things that appeared in the Louisville press last June during the A. L. A. meeting and which has, up to the present time, remained unexplained was the following—

The Theodore Roosevelt of the library world is progressing tremendously in Louisville this week. He is William Howard Brett of the Cleveland library. Mr Brett, in addition to serving as librarian of the Cleveland public library, is a dean of the Western Reserve University library school. In the library world progression and aggression are called Brett.

## That Girl Stuff

Under the arresting title "That girl stuff," *The Bumblebee*, the weekly organ of the Rochester (N. Y.) Ad Club, devotes some space to a discussion of current magazine covers.

The writer of the first of these articles, one of the "old reactionaries," who will sing hopefully to the end of Time

"I want a girl just like the girl  
Who married dear old Dad,"

was struck by the covers of the display of August magazines on a news stand. The findings which were responsible for his shock, together with his subsequent philosophizing, are quoted in full:

Not all the magazines had picture covers; but most of them that had were of the "girlie" type; 11 of them "Kellerman nudes" and 8 frankly "fleshy," to draw it mild—19 different types of pornographic pulchritude, and the rest masquerading in men's clothes or in mannish poses.

If you don't believe it, go and count them yourself.

So much for magazine covers. Now let's back up and get a perspective and ask a few questions which these pictures suggest.

Can we see in them a logical development of the feminist doctrines of Miss Anthony, her contemporaries and her followers?

Has taking girls out of their natural home environment and putting them into direct, promiscuous, personal contact with men, as wage-earning rivals, cost them their old-fashioned charm of reticence?

Recognizing this, are they falling back upon raw, primitive sex appeal?

Granting their fibre is stronger, has it also become coarser?

In short, is "Feminism" the disease, and are suffrage and the above-mentioned things symptoms?

The reply to this is straight from the shoulder:

Are not most magazine covers selected chiefly by and for men?

If so, does the crude portrayal of the feminine nude or near nude on magazine covers suggest any conclusion detrimental to women other than the continuation of the historic exploitation of women by men?

And are not these crude pictures—so far from being a result of "Feminism"—actually one of the numerous causes of the woman movement?

"Old Reactionary" replies:

I would call your attention to the covers of the *Saturday Evening Post*, that magazine which is most typically a man's magazine, and perhaps the most popular magazine in the world. The human interest in these

covers (or between) is not due to the exploitation of the female figure or feature. Men as a rule do not prefer the "Girl Stuff" to the *Post* type of cover. This is what I tried to bring out, and the further fact that the buyers and readers of these salacious monstrosities which are so suggestive, inside and out, are mostly feminine, as are also the worst of the writers of that class.

At this point, baffled by a certain similarity in the discussion to the classic query about the antecedents of the chicken and the egg, "Old Reactionary" escapes by a nimble plunge into the ever-present suffrage question, to which for our purposes it is superfluous to follow. But the matter was not allowed to drop there. In the issue for September 6 appears the following paragraph:

Last night while waiting for my train in Syracuse I looked over and listed all of the magazines displayed on the news stand. There were 53. Of these, 23 had "girl" covers. Of the 23 having "girl" covers, all but 8 either were faces only or fully and decorously clothed figures. Of the 8 only 2 in my judgment could be considered at all out of the way.

The list of magazines is then appended and the article closes with the suggestion:

Under these circumstances would it be constructive for me respectfully to repeat the suggestion that "B" and others—should there be any others "like-minded"—read a few good books on the subject and find out what "feminism" really means.

Meanwhile librarians continue to buy magazines in large quantities. By so doing, are we granting the reason for the above discussion, and assuming that these magazine covers are fair samples of their contents are we merely satisfying our public, or are we, in some measure, aiding and abetting in a deplorable coarsening of its fiber? "Old Reactionary" has at least given us food for thought.

Rochester, N. Y. W. F. YUST.

## Consolation\*

Editor of PUBLIC LIBRARIES:

May I offer the following? For the consolation of Mr — who regrets that he is not on the firing line: Visualize Dr — and Dr — and consider what a distinction it is, under the circumstances, not to be a "doctor."

\*P. L. 22: 409.

## Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - -	\$8 a year
Single number	- - - - -	25 cents
Foreign subscriptions	- - -	\$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

The index for Volume 22 of PUBLIC LIBRARIES, 1917, is issued with this (January 1918) number.

**Up in arms**—In another place in PUBLIC LIBRARIES will be found two letters unsigned but from two women prominent in library service. Both have made distinct contributions to the up-building of library work in America and have earned the right to express their opinion publicly on the matter of which they speak or any other matter. Moreover, PUBLIC LIBRARIES thinks their point well taken. If one were justified at any time in saying that library work is "a man's job" it would occur in regard to a library that was in a community of 35,000 men, but there is room even then for women to assist.

**The camp libraries**—The reports from the various quarters where books are being served to the soldiers give much satisfaction to those who have helped make it possible. The situation in all respects

is not ideal, but is any situation? As long as poor human nature is of the present grade there will be obstacles to the fulfillment of all our hopes. But in the main, the libraries are taking their place as sources of help and comfort to "our boys" and there is satisfaction in the thought.

The letters from the librarians given in this number show a fine spirit. Others will be given from time to time so that those who are interested will know how the work goes on. It is a great inspiration to be part of so great a movement.

**War library service**—A recent visit of Mr G. B. Utley to A. L. A. headquarters in Chicago gave opportunity to learn from him some of the far-reaching plans, carefully worked out in Washington headquarters, for the effective library war service made possible by the splendid contributions from over the country.

As the work develops it becomes heavier and more complicated. It has been necessary, therefore, to increase the force at headquarters and, accordingly, Mr C. H. Milan of Birmingham, Alabama, Mr J. L. Wheeler of Youngstown, Ohio and Mr P. L. Windsor of the University of Illinois have been attached to headquarters at Washington.

The immense amount of detail work and personal attention in organizing 40 libraries for over 2,000,000 borrowers, in addition to sending books over seas, makes a prodigious task. For work that has been in progress for less than three months the results are satisfactory comparable with other lines of endeavor in war service. Dr Putnam's well-known reputation as an organizer and Mr Utley's careful discernment of essentials, with the help of other recognized efficient library work-

ers, will doubtless shortly set the machinery going to the satisfaction of everybody.

**Library schools**—A discussion of certain phases of library school endeavors is given in this issue of PUBLIC LIBRARIES. A letter, sent to the heads of the various schools asking them to discuss anything which might seem to them to make clearer the aims of the school or that needed emphasis to those interested in library instruction, brought the material presented herein. The replies show pretty plainly the fiber of the various schools responding. The occasion also raises the inquiry as to what is the status of the work of the A. L. A. committee on library schools which has visited, "questionaired," reported progress and asked for further appropriation for several years past.

**Higher study in library economy**—For years there has been an intermittent call for post-graduate courses in scholarly librarianship. Always there is the demand for a librarian of scholarship as well as experience, for one who because of knowledge of subjects and of the history of movements will be able to meet the demands that are constantly brought to large collections of scholarly books and that demand is never fully met by the supply on hand. Whenever a vacancy of more than ordinary scope occurs, there comes with it the question, more or less acute and puzzling, where is the person for the position. To move one unusually competent person from the place he occupies to another always means a shifting of several to fill the vacancy created. What is the remedy for the lack of strong personalities among head librarians? Is it more general education? Is it more technical training? Perhaps so. The question of

inducing more forceful men to enter the field has been discussed on more than one occasion. Colleges and universities have been urged to present the attractions of the work and yet there is a dearth of the kind of leaders that were more numerous 30 years ago.

When the higher institutions of learning have undertaken anything in the way of preparation for librarianship, it has usually been little if anything in advance of what is already being done by less notable organizations, and no one school makes a specialty of, or gives opportunity for advanced study such, for instance, as was outlined by Dr Richardson in his presidential address before the American library institute. (P. L. 21: 211.)

A hope may exist for a coming opportunity as set forth in Mr Keogh's report of Yale library for 1916:

There is also an unusual opportunity for leadership by starting a library school at Yale, to do for college and university libraries what the present library schools do for public libraries. It should be a post-graduate school, of the same standing as the other graduate and professional schools at Yale. No such school exists anywhere at present in this country. The nearest approach is the library school at Albany, which is of post-graduate rank, but has no university faculty and no university library for practice. The frequent calls by other libraries on the staff of the Yale library, and the high esteem in which it is held professionally, indicate that a school of really high grade would succeed. The school would also give Yale the first chance to secure competent workers for its own library. Its chief value, however, would be in sending out educated and trained librarians, who would hold the view that a university library is a workshop, that books are tools, and that the proper attitude towards scholars is one of efficient helpfulness and gracious hospitality.

A good service would be rendered by backing up strongly this proposition.

**The coming year**—Instead of looking back over the year that is past, shall we not turn our faces forward-looking? Let us not weigh down our measure of helpfulness by retracing the path that is no more. There is so much to be done in our own line as well as in all the lines that cross it. Let us concern ourselves with things to be done.

"Ready for service and worthy of trust." In our national affairs let us forget the times we have been disappointed and each contribute a helpful, honest, loyal thought, word, or deed toward making them what they should be, all for each and each for all.

In our state affairs, by example and achievement, we can both help and enlarge the opportunity provided by law for the betterment of the intellectual and spiritual forces of the state.

In our several places of duty, let us cultivate more patience, more charity towards others, more desire to minister than to be ministered to, more realization that we are to serve the public loyally if we are to take its money and an individual determination to go to the greatest length to fill the place, wherever it is, which we are called on to fill at this time in our lives.

The beginning of 1918 is heavy with portentous possibilities, both near and far. Shall not the library field respond loyally to the demands that come to it and to the duty of holding fast to courage, sanity, devotion to our work, making the place where we are, one to be counted on in any emergency? We feel sure the answer will be "Aye" in solemn chorus. For the friendly spirit, the kindly greeting, the helpful criticism, the ready response to the daily need that the passing year has brought from the great number of fellow workers, most hearty thanks

are offered and sincere good wishes for hope and courage, for health, happiness and prosperity are tendered in return.

MARY EILEEN AHERN.

#### A Warning Note

Attention is called by the bulletin of the N. E. A. to the almost inconceivable action of what is called "The Army and Navy field committee," an organization with offices at a New York hotel, which is offering for a consideration, to send comfort bags to the soldiers and is asking coöperation in raising money for this purpose. The comfort bags as described are mostly made up of tobacco in some form and the "plan of sending them is made possible through the generosity of American manufacturers."

The N. E. A. Bulletin says that investigation shows this is not a scheme to which one can worthily contribute. It has been further shown that those connected with it are making money through bazars and other public ways of securing patronage and the whole thing seems to be a personal money-making scheme. It seems inconceivable with so much at stake that anyone should engage in efforts of this kind, but the names of those most concerned throw a little light on it.

Librarians as well as teachers will do well to avoid supporting movements started by those with whom they have not a personal acquaintance or whose official position does not justify confidence in their work.

#### Library Meeting in Illinois, 1917

The meeting of the Illinois library association held in Decatur in October, 1917, was intensively one of the best meetings the association has held for a long time. Owing to the fact that the executive board of the association, in a measure, went to pieces during the year, there was apprehension in some quarters that the meeting might not come up to expectations, but the very fact that there was room for such a fear stirred the sense of duty of the majority of the

members and all put their shoulders to the wheel, with the result that a very good meeting followed.

In the first place Mr Barr, who was elected president, resigned his position early in the year to go to Yale university. This was followed by the resignation of the secretary, Mr Reece, who went to New York public library school; then followed the sad death of Miss Thain, who being vice-president had succeeded to the presidency on the resignation of Mr Barr. This was soon followed by the departure of Miss Booth, ex-president and member of the executive board, for France. But as usual in a good cause the time of need brought helpers and a good program was provided.

A good attendance at the meeting followed interested discussions, honest opinions, intelligent suggestions and best of all convenient and sufficient room for holding the meetings was provided. There was an absence of a superabundance of social attention by the city of Decatur, which left more time for the librarians to get acquainted and discuss their common problems with each other. A beautiful collection of etchings of the Dune country, done by the well-known artist and poet of the Dune country, Earl H. Reed of Chicago, hung in the meeting room, gave an artistic and poetic touch. The maps showing library conditions of Illinois furnished by the commission were suggestive.

Special credit is due to Miss Effie A. Lansden of Cairo, who as second vice-president finally succeeded to the presidency. She was indefatigable in preparation for and most effective and gracious in the conduct of the meetings. Miss Ida F. Wright, Lincoln library, Springfield, contributed a well balanced and very helpful program for the librarians' round table. The library trustees in larger number than usual were present and informally, seriously and intelligently discussed the various phases of their work.

Altogether the meeting was memorable for helpfulness, good cheer and fine feeling. The presence of such noted pub-

licists as Mr Victor Yarros of Chicago, R. R. Bowker of New York, Miss Virginia Chandler of the Woman's council of defense, added greatly to the value and interest of the occasion.

#### The Henry E. Legler Memorial Ambulance

The *Chicago Tribune* has been collecting a fund of \$2,000 to provide an ambulance for use on the Italian front and to be named in honor of Henry E. Legler. At the last meeting of the Chicago library club it was voted to subscribe \$200 to be applied to this fund.

In a very short while \$233.26 was collected and turned over to the *Tribune*. As usual, the staff of the Chicago public library showed their loyalty to Mr Legler by contributing a good half of the amount. The entire fund was quite largely oversubscribed but the surplus will be given to other funds being collected for a similar purpose.

On December 4, the \$2,000 was cabled to Italy and doubtless the Henry E. Legler memorial ambulance is now in active service on the Italian front.

#### Some Interesting Books of the Month

- Archer, W., comp. *Gems (?) of German thought*.
- Barton, B. *More power to you; 50 editorials from Every Week*.
- Bennett, F. *Forty years in Brazil*.
- Chevillon, A. *England and the war, 1914-1915*.
- Childs, W. J. *Across Asia Minor on foot*.
- Crane, F. *The looking glass*.
- Daniels, M. *Makers of South America*.
- Fisher, Mrs D. *Understood Betsy*.
- George, W. L. *Women and tomorrow*.
- Gerard, J. W. *My four years in Germany*.
- Hall, C. R. *Andrew Johnson, military governor of Tennessee*.
- Hewitt, W. C. *Best after dinner stories and how to tell them*.
- Hobson, J. T. *Footprints of Abraham Lincoln*.
- Kawakami, K. K. *Japan in world politics*.

Lawrence, D. *Truth about Mexico*.  
 Moss, J. A. *Manual of military training*.  
 Ogden, H. A., comp. *Our flag and our songs*.  
 Purinton, E. E. *Petain the prepared*.  
*Rapid-fire English: French: German*.  
 Robinson, A. R. *Memory and the executive mind*.  
 Tralls, J. *The clearing house*.  
 Tryon, R. M. *Household manufactures in the U. S.*  
 Vibert, A. D. *Plattsburgh military training camp*.  
 Wells, H. G. *The soul of a bishop*.  
 Wilcox, E. A. *Electric heating*.  
 Willis, H. P. *American banking*.

—*St. Louis P. L. Bulletin*.

#### News of the War Library Service

A meeting of the Library War Council was held at the Library of Congress on the afternoon of December 8, 1917. There were present Messrs Coolidge, Stotesbury, Claxton and Mrs Horace M. Towner (representing Mrs Cowles), Mr Benedict (representing Mr Vanderlip). Dr Herbert Putnam and Mr J. I. Wyer were also present.

A report from the chairman of the War Finance committee showed a total contribution of \$1,535,731.06. He also submitted the following report of the contributions by states to December 7:

Alabama	\$ 10,819.98
Arizona	2,000.00
Arkansas	6,900.00
California	35,679.12
Colorado	19,262.78
Connecticut	50,081.53
Delaware	13,156.58
District of Columbia	716.65
Florida	2,978.97
Georgia	6,164.00
Idaho	772.50
Illinois	106,967.32
Indiana	43,569.89
Iowa	30,821.91
Kansas	3,952.19
Kentucky	4,296.83
Louisiana	7,330.77
Maine	3,421.29
Maryland	5,180.45
Massachusetts	182,314.90
Michigan	25,314.56
Minnesota	29,588.96
Mississippi	4,186.02
Missouri	20,381.30
Montana	799.66
Nebraska	10,909.23

Nevada	128.00
New Hampshire	14,897.58
New Jersey	8,233.03
New Mexico	30.45
New York	207,879.68
North Carolina	4,559.65
North Dakota	4,030.09
Ohio	77,060.53
Oklahoma	956.91
Oregon	18,247.63
Pennsylvania	45,831.64
Rhode Island	25,523.00
South Carolina	5,716.63
South Dakota	8,737.73
Tennessee	9,238.86
Texas	9,405.29
Utah	15.00
Vermont	13,093.66
Virginia	7,525.06
Washington	20,218.14
West Virginia	1,757.23
Wisconsin	37,995.20
Wyoming	4,208.47
Hawaii	15.00
New Zealand	1.00

Includes \$1.00 a month subscriptions up to and including Nov. 1. A slight variation from these figures may be made in final statement by states, since contributions from some cities have been drawn on banks in other states and in all such instances the proper adjustment has not yet been made.

Balance of contribution of Carnegie Corporation and amounts of which we have been notified are on deposit in several states, but for which we have not received checks will bring the grand total to over \$1,500,000.

The recommendations of Chairman Vanderlip and Mr H. A. Wheeler, that the balance of the fund not immediately appropriated to the use of the general director be invested in 4 per cent short term treasury certificates redeemable in three months, on motion of Mr Coolidge, were adopted by vote.

It was voted that the War Council should forward to the Secretary of War a statement submitted by the A. L. A. War Finance committee and report that the duty of counseling the War Finance committee of the A. L. A. had been completed but that the Council would remain subject to call of the Secretary of War in an advisory capacity to the War Service committee.

Dr Herbert Putnam, general camp director of the library work, spoke at

length upon the progress of the work. Following is the list of the contributions from the large cities that have made reports. The contributions are still coming in.

Boston .....	\$ 58,411.58
New York (including Brooklyn and Queens) .....	150,281.37
Chicago .....	88,482.58
Baltimore .....	9,750.00
Buffalo .....	10,000.00
Cleveland (partial returns) .....	35,205.00
Cincinnati .....	13,000.00
Detroit .....	16,251.01
St. Louis .....	11,911.47
Minneapolis .....	11,000.00
St. Paul .....	3,500.00
Portland .....	9,131.88
Seattle .....	8,783.86
Philadelphia (partial returns) .....	11,700.00
Washington .....	10,322.20

Denver's contribution is included in that from the state.

Los Angeles' contribution is included with total from Southern California.

The North Central district of Pennsylvania, consisting of eleven counties, for the purpose of the library war fund campaign made a final report on November 6, chairman, O. R. Howard Thompson. The district apportionment was \$6,258. Of the 42 towns included, 21 exceeded the apportionment of 1.3 cents and the total amount raised was \$7,204.78.

The following are additional assignments for service at camp libraries which have been made subsequent to the date of the list in the last issue of PUBLIC LIBRARIES.

Camp Devens, Ayer, Mass.—Henry H. Eddy, Fall River, Mass.

Camp Custer, Battle Creek, Mich.—B. L. Smits, Jackson, Mich.

Camp Lewis, American Lake, Wash.—Louis E. Castle, Seattle, Wash.

Great Lakes Naval Training Station—H. E. Roelke, assistant reference librarian, The John Crerar library, Chicago.

Camp Greene—R. M. McCurdy, formerly librarian, General Theological seminary, New York City.

Camp Sevier—Alvan W. Clark, formerly with the H. W. Wilson Co., New York City.

Camp McClellan—George L. Doty and William Blair, University of Illinois library school.

Camp Shelby—C. R. Bickham.

Camp Shelby—G. F. Griffin, University of Illinois library school.

Camp Logan—W. R. Watsabaugh, Center Point, Iowa.

Camp McArthur—J. E. Morgan, formerly superintendent of public schools, Guide Rock, Neb.

Camp Bowie—W. McKee, Carnegie library, Pittsburgh, Pa.

Camp Cody—Ralph A. Beals, formerly assistant High School librarian, Rochester, N. Y.

Camp Upton, Yaphank, L. I.—Galen W. Hill, org.

Camp Dix, Wrightstown, N. J.—Howard L. Hughes, org.

Camp Meade, Admiral, Md.—Arthur L. Bailey, org.

Camp Lee, Petersburg, Va.—H. S. Green.

Camp Jackson, Columbia, S. C.—Lloyd W. Josselyn, org. Public library, Jacksonville, Fla.

Camp Gordon, Atlanta, Ga.—A. R. Nichols, librarian.

#### Shipping books to camp libraries

Books from the A. L. A. War Service committee are on the way to all camps but are somewhat delayed by freight and express congestion. Meanwhile libraries are urged to continue to collect from their localities further donations of books to meet the increasing demands.

A ruling by the Judge Advocate General and the Quartermaster General provides that books intended for camp libraries may be shipped to any city, to any cantonment or camp when properly addressed and a government bill of lading issued.

Such boxes of books must be consigned impersonally to "Commanding Officer," which title must be followed by the name of the camp and the city in which or near which the camp is situated as well as the state, etc. Each box must also bear on it the words "Camp Library."

It is important that when any books are shipped, notice be immediately sent addressed to "American Library Association" in the camp to which the books are assigned in order that the person in charge of the camp library may make arrangements with the camp quartermaster to be notified when the books are received in order to promptly relieve the quartermaster of the custody of the books.

**Central assembling points, or "A. L. A. dispatch offices"**

The present Central Assembling points are as follows: (Others may be added later.)

Atlanta—Carnegie library.  
 Boston—Public library.  
 Chicago—Public library.  
 Cleveland—Public library.  
 Denver—Public library.  
 Kansas City—Public library.  
 Los Angeles—Public library.  
 New York—Public library.  
 Portland (Ore.)—Library association.  
 Philadelphia—Free library.  
 St. Louis—Public library.  
 Washington—Library of Congress.

Material sent to them should be addressed.

A. L. A. Dispatch Office,  
 Care Public Library,  
 (City).....  
 (State).....

Choice between delivery to the above or direct to a camp will depend

1) Upon the proximity of the shipping point to an Assembling point as against a camp.

2) Upon the size of the shipment.

3) Upon the presence at the shipping point of a Depot Quartermaster, or other Government representative, who will receive and forward. Where there is no such Quartermaster or representative the shipment should always go to an Assembling point unless it can be utilized in some nearby camp to which the cost of transportation will be *less than to the Assembling point*.

**Books for the camps**

Burton E. Stevenson, librarian at Camp Sherman, O., is keeping his state alive to his work.

The needs of the navy and our army abroad—every one feels that these needs must receive the closest attention. The needs of the men at home can be safely left, to some extent, to the people at home, and it should be remembered that every donated book leaves just so much more money in the treasury for other uses. As to the sort of books needed, Mr Stevenson's answer is short and explicit: "All sorts."

He said:

When I started this work in June I had some very plausible theories about the kind

of books the men would want; but I soon discarded them. We have had requests here for every sort of book from "some books by Gene Stratton Porter" to Boswell's "Life of Johnson" and Bergson's "Creative evolution." We have had requests for Ibsen's plays; for books on the valuation of public utilities, on conservation, on sewage disposal; we had so many requests for "A Message to Garcia" that I had a supply mimeographed; in one building, there were so many requests for books on religion and ethics that we set up a small reference collection there.

Broadly speaking, of course, most of the men read fiction; and most of them prefer exciting, red-blooded fiction—detective stories, adventure stories, and so on. But there is also a steady demand for Conrad and Wells and Hardy and Meredith. Poetry is also in demand, and good books of travel go well. The only kind of books we don't want is the salacious, risqué kind—they have no place in our camp libraries. And we don't care for unattractive, cheap editions, with yellow, muddy paper and flimsy binding. We want attractive books—nice, clean copies of good editions—and the more of these we get the better service we can give the men.

**Letters from Camp  
Camp Beauregard**

This is a sketch of the work of the camp libraries at two National Guard camps—Camp Beauregard at Alexandria, La., and Camp Bowie at Fort Worth, Texas. In both camps library activities have recently been interrupted (at Beauregard suspended) by quarantine regulations necessitated by widespread disease in camp.

I arrived at Camp Beauregard, in central Louisiana, October 1. This camp then contained about 5,000 men from Louisiana, Mississippi, and Arkansas. About 2,000 books had already arrived there, mainly from the New Orleans public library, and most of these had been put into circulation from four of the Y. M. C. A. buildings.

General Hodges immediately assigned as the library's temporary headquarters a company mess hall. After the building was fitted up with some shelving and a little necessary furniture, it proved to be curiously well adapted to the work. The kitchen made an office and work-room, the pantry a bedroom. The mess room's interminable tables and benches furnished

a ready-made reading room, and were equally useful in the laying out of books. I should, perhaps, say the laying out of readers, too, as more than once I found weary enlisted men spread at full length in precarious slumber balanced on benches eight inches wide.

In the next six weeks the camp increased to 20,000 men, and 8,000 donated books and many thousand donated magazines were received. The majority of the books came from the Chicago public library. The St. Louis public library and the Cossitt library of Memphis also sent large shipments. The books were mainly popular fiction of the kind most demanded.

With the help of several enlisted men detailed to the Camp library for a few hours a day the books and magazines were unpacked and sorted out. The serious books of real value I retained mostly in the central collection and began to catalog them. We labeled some of the books (the majority were already labeled when received) and distributed them without further formality, except numerical count, between the main library collection and fourteen stations which were established one after another. These included five Y. M. C. A. buildings, the K. of C. hall, the base hospital, a field hospital, four soldiers' clubs in town, and a battalion library. Charging systems in the stations varied from simple charge on a paper slip to charging by book-card in a pocket. On November 10, there were 3,000 books in the main collection, over 1,000 in each of three Y. M. C. A. buildings, and smaller numbers in the eleven other stations.

Measles and pneumonia were spreading throughout the camp, and on November 12 the camp was quarantined as a whole. The Division surgeon ordered the camp library to close its doors to soldiers and to recall books outstanding in camp. This was a dark day for me, as well as for the thousands of other men whose activities were circumscribed at the same time. It seemed that the library's usefulness was cut off just when it should be most in evidence.

Books were at once recalled to the

main library and stations, except that books deposited in hospitals and in clubs in town were not disturbed. The books, to the number of 8,000, were then gathered together in the mess-hall for storage during the quarantine period.

The medical department consented to the non-returnable distribution of magazines among infected organizations. The Y. M. C. A. offered to take charge of this distribution, which they have ever since carried out with great faithfulness. I had never expected to see the dispersal among appreciative soldiers of the 10,000 apparently useless back numbers of magazines piled up in the Camp library, but this has happened at Camp Beauregard, and has happened again at Camp Bowie.

On November 20, at the direction of the Camp Libraries manager, I left the Camp library's interests in the hands of one of the Y. M. C. A. secretaries and came to Camp Bowie to assist in the organization here. I hear from Camp Beauregard that quarantine lines are now drawn very close between the different organizations, and that the Y. M. C. A. men are scattered throughout the camp, each in a separate tent, from which magazines are distributed as part of his really heroic work.

My seven weeks at Camp Beauregard afforded some picturesque discomforts that would make good material for humorous treatment, if the present tragic condition of disease there, at that time less serious, did not overshadow my memories. One of the great surprises of my life has been the discovery of how cold the sunny South can be when the sun is not well up in the sky. Green camp librarians coming down from the genial climate of the North will find that a brick well heated up at night over an oil heater, then wrapped in an extra towel (or in layers of the *Police Gazette*) is the greatest of temporary comforts. Another word of caution: let their uniforms be made at home, if possible, where there is some chance of getting a fit, instead of throwing one. Camp Bowie story at another time.

GEORGE F. STRONG.

**Camp Custer, Mich.**

The library at Camp Custer is located on "Custer Circle"—the civic center of the cantonment. My assistant, Mr. Benj. L. Smits, and I, have been living in the quarters for a little over two weeks. The furniture is almost all in place, and with chairs borrowed from the Y. M. C. A. we shall be ready for business in a few days. Just now we are rushing a lot of books through our very simple records for a beginning; I feel that we must keep some track of the books, particularly those that have been bought with the funds of the association, and we cannot issue them without some record.

The new books are arriving in numbers and we have perhaps 2,000 of the donated ones here. Besides this, each of the seven Y. M. C. A.'s has from 800 to 1,000 volumes, which have been in place nearly two months and which are being well used.

I do admire the record Chicago made in the campaign, and appreciate the vast amount of work that has been done there. I am also a little proud of Jackson's record—the library staff, without any committees and the help of one newspaper, collected \$1,600, our goal having been set at \$2,000. This, I believe, was not mentioned in the article on Michigan cities' contributions.

My special message at this time is one in regard to the magazines coming to camp. It was a surprise to me to learn the volume of those coming in with one cent stamps. Our average receipts have been 32 mail sacks full a day for the last eight days. With the A. L. A. Ford, these are delivered directly to the recreation rooms of the barracks. A record is kept, so that we may make the rounds in somewhat the same order. Our highest record so far has been 49 sacks in one day. This quantity of magazines makes any shipment from libraries unnecessary and I have so advised all Michigan libraries.

My appeal to librarians now, everywhere, is this: Urge the people of your community, through the newspapers and every other means of publicity, to mail their magazines with one cent stamps promptly. Lots of those we get are too old to get any attention, and are not worth the effort it takes to place them in the men's hands. We receive hundreds of magazines dated September and many even older. Make the rule: Mail every magazine at least as soon as the next issue arrives; sooner if possible.

J. S. CLEAVINGER.

**Camp Gordon, Ga.**

I have found very little in the news nature to supply you as yet. I have been here three weeks and the most of my time has been spent in connection with the construction of the building, which is nearly completed. It is lo-

cated in the very center of the camp, and has a most beautiful park in front of it.

There are sleeping quarters for the attendants in the building, and meals with the Y. M. C. A. men at their mess. The coöperation between the different organizations is remarkable.

We have put deposits of books in the nine Y. M. C. A. buildings, base hospital, K. of C. building, five barracks, two Company recreation rooms, and Division headquarters. The average circulation of 250 books at each of these places for last week, 1,430 volumes.

Purchased books have not as yet arrived. The above are simply gift books. We have also distributed a large number of magazines.

Christmas eve a large tree is to be placed in the building through the courtesy of the Rotary club of Atlanta, and decorated by the ladies of Atlanta. A community sing is also to be held here by two of the regiments.

ALBERT R. NICHOLS,  
Camp librarian.

**Camp Greene, N. C.**

The library building is well under way and had it not been for the cold wave which has reached Charlotte we might have moved in early next week. We are very comfortable in the temporary quarters in the store room of the K. of C. building. It is a room 10x15 and will shelve nearly 1000 volumes. There are often 15 men besides the attendant, the stove, the wood-box, two chairs and a table in it. Soldiers like to browse among books as well as anyone and choose their books with great care, when there are books in sufficient quantities to admit of a selection.

Circulation was started on November 8 with a collection of 40 volumes. In the month the collection was increased to 1400 volumes and the circulation for that period was 1602. The demand, of course, is largely for fiction. Poetry is popular and also history, especially that of the United States.

Mr. R. M. McCurdy of Andover, Mass., came the first of December to serve as assistant librarian. His most arduous duty is to keep the fire burning in our little wood stove. It must be confessed that it went out at frequent intervals before his arrival.

FRANCIS L. D. GOODRICH.

**Camp Lewis, Wash.**

The librarian arrived for work November 21. The building was nearly ready for occupancy, and with help from volunteers from the Tacoma and Seattle libraries, we began at once to make ready for use the large number of donated books. We opened without any formality November 28, with about 12,000 volumes in the main building. The six Y. M. C. A. buildings, with collections aggregating five or six thousand volumes, had been in operation for periods varying from three to six weeks before the central building was occupied. Since the opening day additional gifts have come which bring our total up to about 25,000 volumes. Thus far we have none but donated books, and it is astonishing that so good a collection could have been got together. Of course, there are many gaps, and we are awaiting with some impatience the arrival of our ordered books.

Library work has been reduced to its lowest terms. We are attempting no cataloging for the present, but are merely shelf-listing the books. Even this has involved a large volume of work, most of which has been volunteered by members of the Seattle and Tacoma staffs. On several days we have had shelf-listing "drives"; on one day we had twenty-six trained library workers on the work. This service has been very effectively managed by Miss Johnson and Miss Firmin, head catalogers at Tacoma and Seattle respectively. To them and their associates the library owes a heavy debt of gratitude.

Our permanent staff consists, besides the librarian, of Mr. Louis Castle, for many years chief clerk in Shorey's bookstore, Seattle, Mr. Leo Etzkorn, formerly assistant in the library of Whitman col-

lege, and Mr. Albert Rowell, lately employed in the Law library of the University of California. We have found Mr. Castle's extraordinary knowledge of books a very valuable asset in organizing our collection.

After the opening of the central building our chief aim has been to carry the library to the outlying parts of this vast camp. We have met with encouraging success in this effort, and at a later time I should like to describe this most interesting part of our work.

It is too early as yet to say much about the reception of our work by the army. It met with instant and hearty welcome, and the use of the library steadily grows. One thing is certain: circulation statistics are not worth much as indicating the extent of the library's use. A typical instance was that of a man who apologized for having a book a day overdue, explaining that ten men in his barracks besides himself had read it. This is a common experience. Testimony from the army, high and low, is that we are giving the soldiers one of the things of which they stand most in need.

EDWARD E. RUBY.

**Camp McArthur, Texas**

The library at Camp McArthur has been in existence since October, when the function of distributing books and periodicals throughout the camp was taken over from the Y. M. C. A. Baylor university loaned the services of her librarian to organize the library for the months of October, November and December, and he has since spent most of his time at the camp. We can now boast of a temporary building—a four roomed cottage located in the heart of the camp—secured through the efforts of an interested Waco citizen. The government has furnished lights, telephone, fuel, and has shelved it for us, and altogether the building is a satisfactory temporary arrangement. We are hoping for the regular new building soon, however.

During the month of November over 8,000 volumes were circulated to the soldiers, using the various Y. M. C. A. buildings and the Knights of Columbus hall as deposit stations to reach the soldiers directly. Books were also placed in the stockade, base hospital, remount station and chaplains' tents, of which no circulation record was taken. Over 15,000 numbers of magazines and periodicals were distributed to the men using the above centers of distribution.

and also the first sergeants' tents, the infirmaries, the guard houses, and other places.

The regular librarian, Mr J. E. Morgan of Nebraska, will take charge on January 1, and he will bring a young man assistant with him. One of the hardest problems has been to get help.

The library has thus far been absolutely dependent on the shipments of gift books and is very grateful to the people who have given so many and so willingly. We have received shipments of gifts from the following places, among others: Chicago, St. Louis, Waco, Green Bay, Wis.; Chetek, Wis.; Grand Rapids, Waxahachie, Tex., and other places.

Of course, the largest demand is for fiction, but we also have very many requests for war books, for technical books, and for language books, especially French. The demand for these latter we will be unable to fully supply until the stock of purchased books is available.

W. P. LEWIS.

#### Camp McClellan, Ala.

During the last six weeks I have been acting as organizer for the Camp McClellan library. We occupy a mess shack as temporary headquarters. We have done practically all of our work in two small pantries, which are also used as bedrooms, since these are the only rooms of the building "closed in."

Half or more than half of the 7,000 or 8,000 books now at Camp McClellan were received from the Chicago public library, and they are a splendid lot of books.

We have not yet started our real Central library service, as our rooms in the mess shack are not sufficiently large for such use. The building, which is 93 by 40, will be completed about first of January. The hospital reading room, the K. C. building, and the Y. M. C. A. buildings are used as branches, and the books are circulated as fast as they can be prepared for use. G. L. Doty, of the Library school of Illinois, is now the acting librarian at Camp McClellan. William Blair, formerly with the Birmingham public library, is assistant librarian.

Last week I visited the libraries at Camp Sevier, where Mr Emerson lives at the Y. M. C. A. headquarters and has working space in a farm building; at Camp Wadsworth, where Mr Champlin occupies space in "a little white church;" at Camp Greene, where Mr Goodrich has found quarters in the K. C. building; at Camp Jackson, where the two Joselyns have just been granted space in the end of a dining room in one of the barracks not now in use; at Camp Hancock, where Mr Bliss has found it impossible to obtain any satisfactory working quarters, though he uses the typewriter and a little space in the Y. M. C. A. administra-

tion building; and at Camp Gordon, where Mr Nicholas was just moving into the new library building.

CARL H. MILAM,

#### Camp Pike, Ark.

To tell of our work here is just the sort of thing I should like to do at length, but with the task of completing a building and organizing it for use, not to speak of combating the cold, I have few minutes to spare. Our hours are 7:30 a. m. to 10 p. m. daily and we are enjoying every minute except from 6:30 to 7:00, when we try to dress around a cold stove.

I can only write a hurried letter, not an "article." I want to say first, as strongly as I can, that you and your friends cannot do too much for these soldiers. The drafted men are in many cases suffering a rude shock in the strange conditions that now surround them. Many of them were men of importance in their communities and not a few show gentle breeding, but they are herded together here, all sorts and conditions in one barracks building, standing in line 220 of them with their tin kits at meal time, sleeping on cots not three feet apart and doing all the rough work of a camp. I have seen a high school principal cleaning out latrines and a successful young lumberman acting as helper in a company kitchen. There are reports of this sort of thing all over camp. The work is necessary, of course, and the men do little complaining, but many of them have the blues. They are lonesome at first and homesick; their barracks are cold and their bedding in some cases at present insufficient. They take cold, an epidemic breaks out, and the barracks building is quarantined—200 men usually. A guard is placed around the building and for two weeks or more none of the men can get out, nor can any come in. Until the Y. M. C. A. and library learn of the quarantine, the men have no writing paper or reading matter. As the post office is swamped, their mail is delayed or lost altogether. We learn of these places as fast as we can and take bundles of magazines to them in our little Ford, but as over half the camp is in quarantine we cannot reach all. Another hard experience for these men is the military discipline. Obedience to officers is rigidly insisted on, and failure to salute is punished by a caustic reprimand. The young officers are often very harsh with the men—unnecessarily so, I think. I have heard them talk to privates as one would not talk to a dog. It must gall a proud man who was somebody in his own town to be grilled by a lieutenant no better man than he, but one who had the good fortune or foresight to graduate from a training camp. These are a few of the things that go to create the depression of spirits that I see in so many of the enlisted or drafted men.

I must not leave the impression that I think this experience a bad thing for these fellows. I do not. It is only the first weeks that are so hard. In the end they will all be better men than they ever were—harder physically, more alert, more forceful and in every way more mature. The army is making efficient out of inefficient, strong men out of weaklings, and those who come back whole from this war will be far more effective citizens than they would otherwise have been. I wish I could have had a year of such training when I was twenty-one.

The people interested in this cause in Chicago have been doing a great work. We have 2,000 of your books and they are well selected. But do not stop. We have 10,000 books here and they are not enough for an adult city of 35,000 men. Magazines are coming in plentifully; too many, in fact, of such titles as *Saturday Evening Post* and *Literary Digest*, but we would be afraid to try to call people off on those, even if we could.

I am enjoying the life beyond anything I can remember. I never worked so hard or felt so well. Cordially,

PAUL BLACKWELDER.

#### Camp Sherman, Ohio

The library building is complete except for painting and some delay in putting in a fire place. Mr Stevenson in his usual effective way started the campaign to have a fire place added to the building, although it was not in the specifications. Out of his own experience and observation he had realized what a fire place would mean to the men who went to the library building on cold winter evenings. He finally obtained authorization for the fire place and expects much comfort from it.

There will be about 8,000 books on the shelves, all of them pocketed, book cards written, catalogued by authors and subjects and some by titles. All of these are donated books except the first tentative list of non-fiction, bought by the A. L. A. The quality of the library has proved a big surprise to those who thought they were getting nothing but discards for gifts.

Mr Stevenson intends to make the library building the most attractive place in the camp. "It will be a library pure and simple—a place to read; it will be the one quiet place in the camp where a man can spend an evening over a book before a fire, with his pipe, and with nothing to distract his attention. Every other recreation building in the camp is in an uproar most of the time, and especially in the evening. Here we are going to have quiet restfulness—a place for tired nerves and overwrought minds—a peculiar appeal. If I can succeed in getting just the right atmosphere, our 200 chairs won't begin to accommodate the men who will want to use them."

#### Food Conservation Meeting in Chicago

On the evening of December 1, 1917, there was held in the Chicago public library a meeting of librarians for the purpose of discussing the part that libraries can play in the national food conservation campaign. The meeting was called by the Library Publicity committee of Illinois, George A. Deveneau, director, which committee had held a meeting earlier in the day.

Mr Roden, who acted as chairman of the evening meeting, in introducing Miss Edith Guerrier of the Boston public library, the principal speaker of the evening, took occasion to outline the plan of organization under which the Hoover administration proposes to work through the public libraries, and pointed out that perhaps never before have libraries had such an opportunity to assert themselves as they have now.

Miss Guerrier, for whom Chicago was only one of many stopping places on a long trip over the country, urging food conservation, indicated that the purpose of her trip was mainly to consult with as many librarians as possible regarding the work of libraries in the matter of food conservation. Her trip had been very long and the time given to it very short, but from it she had gained a great deal of inspiration and help. She said that in almost every case the State library publicity director was the choice both of the National Food Administration and the Food committee of the A. L. A. She gave it as her opinion that libraries are peculiarly well suited for this particular work for the reasons that they are strategically situated and are really neutral ground for work of this sort.

Miss Guerrier then discussed *Food News Notes for Public Libraries*, of which the third number is soon to be published. This bulletin is made to be torn up and put on bulletin boards. Each number will deal with a particular subject and will strive to be very definite in pointing out what libraries can do. There is no librarian who cannot put into practice a majority of the

suggestions. The speaker then outlined somewhat in detail the proposed contents of the next number of the bulletin, and closed her talk by emphasizing that we must not say "I am too busy," but rather "Food will win the war."

Miss Virginia Chandler of the Woman's committee of the Council of National Defense spoke on the direct and indirect ways in which her organization can and is helping libraries. One result of large meetings such as were recently held in Chicago, Centralia, and Springfield is to turn thousands of people to the public library for information. The Information committee has reached approximately 300,000 people through speakers sent out during last summer and fall, and these speakers have distributed pamphlets containing bibliographies with notes indicating that the material listed can be found in the public library. Printed material sent out to schools and other places has similarly directed the readers to the public library. Miss Chandler said that very soon the committee would publish a bulletin in which libraries would be granted ample space, and said that the committee's best opportunity had been to help those just "waking up."

Reports by Library Publicity directors who were present from various states followed. Mr Sanborn of Indiana reported the activities of that state, and said that while most of what they had done had proved to be good, yet some of the things were clearly wrong, including an effort to get from all public libraries a monthly report. Miss Guerrier commented on this by saying that she considered the effort to have been well worth while, for it had called forth a very valuable collection of letters from librarians in every part of the country.

Miss Theresa Shrier told of the work in Michigan, and displayed a very interesting series of posters made by the school children of that state. This work with the school children has proved to be one of the best factors of

the work in Michigan. Mr Lester of Wisconsin spoke of the unity of organization existing in that state, and said that great emphasis is there being laid on personal appeal. Literature on food conservation is being sent out in the traveling libraries and in parcel post packages. Members of traveling library departments and other members of the staff will visit libraries throughout the state in the interest of arousing enthusiasm for the work.

Mr Deveneau, Library Publicity director for Illinois, characterized this as a splendid opportunity for practical expression by libraries. Not only must we work for conservation of food, but also for greater production of food. That each library should get into intimate touch with every organization in its community is one of the main points being emphasized in Illinois. Mr Deveneau has associated with him a committee whose members are to assist him in keeping in touch with the various libraries of the state. All libraries of the state are asked to co-operate actively, and the committee will place at the disposal of all the libraries the methods that have seemed good to individual libraries.

A discussion followed which was opened by Miss Ahern, who said that this was a time for libraries to prove themselves, to show that they were working and workable under every demand. The practical use of printed material ought at this time to justify to the community that pays the expense of the library, the money that is consumed in its efforts. This effort to conserve food, properly carried out now, would arouse an intelligent interest that would result in a permanent elimination of waste in our country. It was pointed out in the discussion that the Food Administration in asking the libraries to assume certain responsibilities should also inform other organizations that these responsibilities had been vested in the libraries. The difficulty of obtaining free literature for distribution was touched upon. Miss Guerrier said this was due to

shortage of material and to other conditions at Washington, and gave the assurance that these conditions would soon be remedied. It was brought out, however, that the libraries would have to depend on their own states for the best and most suitable material.

The entire meeting was characterized by an enthusiasm for the work that seemed to promise interesting results.

M. S.

#### Library Meetings

**Chicago**—The club held its meeting December 13, in the Ryerson library of the Art Institute, the president, Rev John F. Lyons in the chair. The committee on the raising of a \$200 fund pledged by the club for the Henry E. Legler ambulance fund, through the chairman, Mr Tweedell reported that \$233.26 had been contributed to the fund. It was voted that a committee be empowered to compile a handbook of the club. The president reminded the club that the next meeting would be a birthday celebration for the club, and that special features had been arranged by the social committee.

Mr Skarstedt, a member of the Library publicity committee of the Food administration committee of Illinois, outlined the work which this committee wished to undertake: to see that all libraries in the state are informed on what the Food administration wants done in the state, and that librarians are instructed by the publications issued by the Government. The state committee will probably issue a monthly bulletin and will attempt to centralize the distribution of government publications. Mr Skarstedt spoke of the Food show which is to be held at the Coliseum, January 4-13, under the direction of the State Council of Defense. The libraries will probably be asked to exhibit. The president appointed a committee of seven members to undertake the work of preparing such an exhibit.

Miss Clara E. Laughlin, the speaker of the evening, entertained the club by

“Reminiscences of James Whitcomb Riley.” She spoke interestingly and charmingly of her early acquaintance with Mr Riley, and characterized him as a very human person. She said to have missed knowing Charles Lamb, was equalized by knowing Mr Riley. She answered questions about his personal life, his religious life, and his love of children, leaving a very lasting and pleasing recollection with those who had not been fortunate enough to have known him personally. Mr J. Christian Bay, exhibited his Rileyana and spoke very entertainingly of his acquaintance with the Hoosier poet.

JANET M. GREEN,  
Secretary.

**District of Columbia**—The annual meeting of the District of Columbia library association was held November 2. An informal dinner planned and prepared by Miss Ethel Owen, one of the members of the association, preceded the meeting.

At a brief business meeting, the following officers for the ensuing year were elected: President, W. J. Hamilton, Public library; first vice president, Ethel Owen, Documents office; second vice president, Katherine H. Wooten, Smithsonian Institution library; secretary, Alice C. Atwood, Department of agriculture; treasurer, Anne G. Cross, Department of commerce; members of the Executive committee, C. C. Houghton, Dr M. G. Motter, Dr Theodore Koch.

George B. Utley, secretary of the American Library Association, spoke on camp libraries, giving an account of the money that had been subscribed and the progress of getting the buildings and libraries under way.

Mr Dudgeon gave further details of the work and of the proposed expense as the needs of the situation become more apparent. Not only will the soldiers and sailors of the Marine corps, transports, and cruisers enjoy the library service but it is to be extended in time to the Canal Zone, the Philippines, and the Virgin Islands.

The greatest problem will come a little later when a shipment of men shall have arrived "over there." This necessitates great economy in present projects. This will mean gifts upon gifts of books, practically from every home in the land. Such gifts will release larger sums for the purchase of technical and professional books which are in great demand. Of magazines there is a great plenty save for current issues which may be forwarded under a one-cent stamp as provided for by the Post Office department.

Mr Walters of the New York state library school, speaking further on this theme, said that if brains, not bayonets, are to win this war for us, the A. L. A. has found a great opportunity to take part in a great movement and to a great purpose. He referred to the change that has been wrought in the atmosphere throughout the country by the spirit of indefatigable work and effective coöperation.

**Iowa**—The Iowa City library club has chosen a program consisting chiefly of book symposiums for its monthly meetings of the present year.

The war work of the club has taken the form of scrap books for the wounded soldiers. Over 150 books have been stapled ready to be given out to volunteers.

The officers elected for the year are as follows: President, Grace Wormer; vice-president, Carola Barker; secretary and treasurer, Helen Hummer.

HELEN HUMMER,  
Secretary.

**Massachusetts**—The autumn meeting of the Bay Path library club was held at Marlborough, Massachusetts, October 18, the president, Mrs R. K. Shaw, presiding. Louis P. Howe of the board of trustees welcomed the club and a short business session followed. It was voted to send notices of the meeting to all local newspapers represented in the club membership.

A book review was conducted by Mr Shaw of the Worcester public library, which was both interesting and attractive. The desirability of the smaller libraries having some representatives of

literature other than our own was emphasized. Several books by Russian authors were mentioned. Mr Shaw also reviewed some books on Food conservation, European war and children's books.

In the afternoon the officials of a local shoe factory conducted the club through their modern plant where U. S. army shoes are being made. It gave the visitors an opportunity to see some of the things about which they might gather books, pamphlets and reports. The courtesy of the company was greatly appreciated.

At the afternoon session, Mr J. A. Lowe, of the Massachusetts free library commission told the story of camp library work. Special emphasis was placed on the desirability of having local newspapers on file in these camp libraries. An interesting discussion on the kind of books, magazines and scrap books that should be most useful brought out interesting and amusing anecdotes. In discussing the experiences in helping to raise the million dollar fund, the report showed that most towns had raised their quota, many had exceeded it, but the important fact was that it had been contributed in small sums, thus showing the wide spread interest. A vote of thanks to the Marlborough hosts for the pleasure and profit of the day was passed.

MABEL E. KNOWLTON,  
Secretary.

**New York**—The November meeting of the library club was held in New York public library, Thursday, November 8. The president, Mr Lydenberg introduced Mr G. W. Cole who read a paper on the Huntington library.

#### Book collections

Mr Cole first spoke on book collecting to-day, telling of the patience exercised by book collectors in picking up a book or two at a time as opportunity offered. He said that because book collectors, as a rule, do not buy the current books, the responsibility for preserving the best of the current literature rests upon librarians. He brought out the fact that some of the old and rare books have passed beyond the reach of the private collector by

being absorbed into public collections. He remarked on the condition of the book as important to the collector; original covers, uncut pages and editions as originally published enhancing the value of the book to the bibliophile. He spoke of American history and English literature as the subjects of most interest to American collectors. He told of the benefit derived from the invention of the photostat.

On turning to the Huntington library he said that Mr Huntington had had an unusual opportunity because of the many splendid collections that came into the market within a short time.

The library of Mr E. Dwight Church was the first large addition to the Huntington library. It contained the finest collection of folios ever brought together and was rich in colonial laws. It included the Locker Lamson library which Mr Church had purchased when it was offered for sale.

The Chew library which was later added by Mr Huntington rounded out his Church collection. It contained small but rare copies of the early English authors. The Halsey library, another addition, was a wonderful collection, all in perfect condition and beautifully bound, rich in books by American authors. Likewise its books of French literature were perhaps unrivaled in the country. Another library purchased by Mr Huntington was the Benedict library rich in the literature of the French and Indian wars, also in manuscript history of New York containing the autograph signature of nearly every New York governor to the present time. By the addition of the Duke of Devonshire's library, the Huntington collection became the richest in this country in early English dramatic literature. Mr. Huntington carried away the lion's share from the Hoe library sale, paying the record price of \$50,000 for the Gutenberg Bible. Mr Cole closed by reading a list of some of the rare books and first editions in the collection of Mr Huntington which seemed to include all the

treasures in English of which one had ever heard. He characterized the library as the finest that had been brought together.

Mr Anderson followed with a report on the War Libraries and afterwards gave a list of the fund for the same. Of the \$1,000,000 Greater New York collected \$136,023.29 with \$2,100 in pledges outstanding. He stated that hereafter all remittance should be made to the American Securities and Trust Company at Washington which had been appointed a treasurer. He reported that reading matter had been forwarded and that of the 60,000 volumes collected at the New York Public library 40,000 volumes had been sent to camps, transports and to the "Western front"; that most of the books received had been good fiction and that the demand for classed books would be met by a purchase from the fund.

In closing Mr Lydenberg made a plea that the demands of the club should not be overlooked because of the overwhelming calls upon our time and purses during the present crisis.

The next meeting was announced to take place on January 10, at three p. m. at the Merchants Association in the Woolworth Building. Dr Paul H. Nystrom will speak on the special library and its relation to the general public library.

**Nebraska.**—The Nebraska library association held its twenty-third annual meeting, October 17-19, at Lincoln. This was one of the most successful and delightful meetings the association has held and nothing was left undone for the comfort and pleasure of the guests.

President George S. Dick of the State normal school, where the first session was held, gave the address of welcome and Miss Swartzlander responded for the association. Dr F. M. Fling of the University of Nebraska gave an interesting address on the Significance of the war. A reception in the library rooms followed.

Malcolm G. Wyer, president of the association, being absent acting as a

cantonment librarian, Miss Annie C. Kramph opened the session on Friday morning. Dr Fling again pleased his hearers with a delightful talk on Literature of the war, giving many helpful suggestions and criticisms. Miss Rulon of Peru normal school gave an interesting paper on What the normal school library can do for the teacher. An interesting discussion followed.

Professor Ralph Noyer gave valuable suggestions on the Use of the library for debating. At the afternoon session, Miss Swartzlander discussed children's periodicals. The scope in this field is limited. Miss Marion Smith discussed Art and the public. Miss Anna Caldwell illustrated with profit, Story telling in the library. On Tuesday evening, a beautiful musical was given the members in the Commercial club rooms as guests of the City library.

On Friday morning, a discussion of the printed lists of books with the books themselves to examine, was most interesting. In the afternoon session, in answer to a roll call, the libraries responded by telling what they had done towards the A. L. A. war funds and what their libraries were doing for the soldiers. Instructions along various lines of helpfulness, distribution of material and printed literature, keeping of muster rolls of the soldiers from their communities, sending books and magazines to the camps were all included.

Miss Edna Bullock of the State historical society library made an interesting presentation of Co-ordination and unification of State supported libraries.

At the business session, resolutions of appreciation of the hosts of the association were passed. Invitations for the 1918 convention were received from Hastings, Plattsburgh, Omaha and Lincoln.

The following officers were elected: President, Miss Annie C. Kramph, North Platte; first vice-president, Elva E. Bulon, Peru; second vice-president, Ida Capps, Hastings; secretary-treasurer, Mary McQuaid, Fairbury.

At the close of the meeting, the asso-

ciation was the guest of the Commercial club for a drive about the city.

Americanizing America was the subject of an address at the home of President Dick on Friday evening by Miss Sarka Hrbkova.

**North Dakota**—The Bismarck library club was organized November 23 at the home of Mrs M. C. Budlong, secretary of the North Dakota library commission. The purpose of the club is to further professional interest of the librarians of Bismarck by means of reading and discussing library literature by mutual exchange of ideas helpful in library work. The meetings will be held informally at the invitation of individual members of the club. Any graduate of a library school residing in Bismarck is eligible to membership.

There were present at the first meeting, the director of the Public library commission, Mrs Minnie Clarke Budlong, Wisconsin '10, and the heads of two departments of the commission, Miss Charlotte Matson, New York Public '15, legislative reference librarian, and Miss Helen F. Carleton Simmons '14, head of the traveling library department. There were also present Miss Edna A. Rupp, Pratt '05, librarian of the State historical library, Mrs Charles Hageman, Syracuse '07, who preceded Miss Rupp in the State historical library, and Mrs Florence Harriet Davis, Wisconsin '17, librarian of the Bismarck city library.

**Rhode Island**.—The fall meeting of the Rhode Island library association was held November 12, 1917, in Edgewood, the president, Bertha H. Lyman, presiding. Rev Levi B. Edwards, chairman of the Library committee of the Edgewood public library, opened the meeting. Mayor John W. Horton of Cranston spoke on "The library as a civic asset." To sum it up in one word would be "administration." Mrs William M. Congdon, library visitor, described the summer library school held at the Normal school in July of this year. She stated that there was an enrollment of 38, which went beyond their expectations. Another year they hope to hold a similar institute. Mr Foster, of the Providence

public library, read the following resolution, which was adopted:

**Resolved:** That the Rhode Island library association has observed with unusual satisfaction the beginning of a system of library training, in connection with the State Board of Education, and it earnestly hopes that this may become a regular annual institution.

Herbert O. Brigham spoke on the War library fund, stating that Rhode Island secured a higher percent of her allotment than any other New England state (85.6).

In the absence of Howard M. Chapin of the Rhode Island Historical society, the recorder read his paper. He wishes the libraries to coöperate with him in collecting letters from the front, to borrow them and forward them to the Rhode Island Historical society where extracts will be made from them and the letters returned. These letters are treated confidentially and only matters not of a private nature will be copied. People should know that it is their duty to preserve every bit of correspondence for the education of future generations.

Marion J. Emsley, chairman of the Library Helps committee, gave a very helpful talk to the small library on reference material. She explained how one could procure free material at any time, or information as to book selection, by application to Mrs William M. Congdon of Providence; also that the services of a trained librarian may be had without cost to assist in matters of organization, cataloging, or in solving any library problems.

Helen M. Claflin, librarian of the Attleborough public library, spoke upon "Library advertising." She brought out the different ways to reach the community and the good results derived from it.

Rev Asbury E. Krom, the first speaker of the afternoon, took for his topic, "The need for reading in war time." He spoke of "The Pan-German plot unmasked" as an especially fine book which told what Germany is trying to do. He emphasized the need and moral responsibility for all people, and especially for librarians, to read in order to understand the fundamental issues at stake.

Edith R. Blanchard of the John Hay library gave a review of books to read in war time.

This was followed by an interesting talk, "How to get the books across," by Miss E. Katherine Jones, of McLean hospital, Waverley, Massachusetts. She emphasized the fact that books, magazines and papers were greatly needed.

**AMEY C. WILBUR,**  
Recorder.

**Texas**—The annual meeting of the Texas library association, held in Houston, November 19-21, was not so largely attended as usual on account of the extra duties of the librarians in connection with the army libraries.

The program was rather full and it was an interesting presentation from many angles of the work. Mr Goodwin, president of the association, in his opening address, made an interesting comparison of a library and a nation. He called attention to the similarity of acquisition and classification of books in an organized library to the consolidation of settlements into states and the union of states into a nation. He compared the founders of library science and the founders of civilization and paid a glowing tribute to many who have contributed to the up-building of library service. The subject of the war and the relation of the library to the war times received considerable attention from all the speakers.

A gift of \$50 from the association was added to the war library fund. The association passed a resolution favoring the raising of the standards of the high school librarians in Texas by requiring of them a certain amount of library training.

The social side of the meeting afforded an opportunity for pleasant association.

The next annual meeting will be held at Brownwood.

President, Octavia F. Rogan, State library; first vice-president, Mrs Nora K. Weems, Sherman public library; second vice-president, Mrs Maud D. Sullivan, El Paso public library; secretary, Miss Pink V. Noel, Brownwood public library; treasurer, Miss Gladys Allison, Houston public library.

### Interesting Things in Print

The November *Bulletin* of the Toronto public library contains a list of books for boys and girls compiled by Miss Lillian Smith, the head of the juvenile department of that library. An exhibit of the later and better books for boys and girls is on display in the library in charge of Miss Smith's department.

Miss Cornelia Marvin has been appointed director of Publicity division in Food Administration for Oregon. In addition to a ringing letter which she has sent out to all the librarians, a circular letter under three divisions has been used—first, "Some things we have done"; second, "Some things we may do"; third, "Best books on food and diet arranged in order of preference for public library use."

A list of books and articles on the war has been prepared and issued by Miss Emma Felsenthal of the faculty of the University of Illinois library. The list was made primarily for the faculty of the University of Illinois college of agriculture and Dean Davenport has written a most inspiring introduction recommending it. It is intended to meet the popular need not being in any sense an historian's list. This will not make its usefulness less in public libraries which will find its arrangement by subjects a very helpful plan. The list may be obtained from the College of agriculture.

A Shakespeare dictionary, now in process of making, by Dr A. E. Baker, librarian of Taunton, England, promises to be a useful reference work. Issued in parts, each dealing with a play complete in itself, it includes the date of composition and first production, source of the plot, outline of the play, together with characters and place-names in alphabetical order. The object of the publication is to bring together the names of the characters, place-names and other words, whether fictitious or historical, with short descriptive notes. This object has been attained in a very satisfactory manner in *Julius Caesar* and *As you like it*, the two which have been issued. The

work will occupy approximately 1,000 pages, and a title page, contents and index will be issued upon its completion.

Such a compilation supplies a want, and if carried to completion on the plan and with the care indicated in the first parts issued, will prove to be a most useful work. The reasonable price, 1/9 places the various parts at the service of every one.

A recent publication which libraries, and particularly the smaller libraries whose collection in this line is not large, will find of special interest, is a volume compiled and edited by Miss Mari Ruef Hofer under the title, *Polite and social dances—a collection of historic dances, Spanish, Italian, French, English, German and American, with description and instructions for their performance, designed to promote historic accuracy in dances and music for festivals and pageants*. Miss Hofer is well known in this country and her suggestions for stage setting, grouping and arrangement of dances offer ample opportunity to represent the spirit of the olden time. Miss Hofer has a list of musical works to her credit and three volumes of music for the child world adapted to the needs of the kindergarten and graded schools: *The Christ-Child in Art, story and song*, *Child world playground series* of pageants and other well-known works in light and social dancing are already prime favorites. She has collected in this last book, pictures from the whole history of the dance, from the ancient religious ceremonies of the Greeks down to the expression of modern nationality. Price \$1.

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"Can you give me any information as to the daily life of our men in the training camp in France? My husband is an officer over there and because of the strict censorship can give me no details at all." Because the library gathers material from so many sources through newspapers and magazines as well as books, it could add a little to the comfort of this woman and by its maps give her some idea of where her husband is. In the months to come much solace may be obtained by using the library in this way as a bureau of war information.

### Library Schools

#### Carnegie library school

Mrs Gudrun Thorne-Thomsen of Chicago, gave a course of 10 lectures on "Story telling" November 19-23.

The school closed for Christmas recess December 17 and will reopen for the winter term, January 2, 1918.

Eugenia Brunot, '14, has been appointed children's librarian of the Carnegie free library, Braddock, Pa.

Helen Georgia Eames, '08, was married in November, 1917, to Carl Livesey Viets.

Helen Martin, '15, has been appointed children's librarian, Union Square branch, Public library, Somerville, Mass.

Edith Endicott, '14, is engaged in emergency war work in the War department Washington.

SARAH N. C. BOYLE,  
Principal.

#### California state library

In connection with the course in library law, given by Miss Harriet G. Eddy, County library organizer, the class visited a meeting of the Board of Supervisors of Sacramento county.

Joseph H. Quire, legislative reference librarian, and instructor in public speaking, is in charge of the Camp Kearney library at Linda Vista. His work with the library school has been taken over by Miss Mumm.

Arrangements have been made with Miss Jean Ross, librarian of the Sacramento high school library, whereby each student will have the privilege of spending the afternoons of one week of the second term in actual practice work in the high school library. This practice work will follow the course of lectures on high school library work to be given by Miss Ross, and will thus give the students an opportunity to make the connection between the theoretical and the practical.

The Circular of the California State library school for 1918-1919 has been issued. Anyone may obtain a copy by applying to the State librarian, California state library, Sacramento, California.

#### University of Illinois

Theodore W. Koch, of the Library of Congress, visited the school on October 22 and gave a very interesting and illuminating talk on "An American librarian in London." Mr Koch's lecture was illustrated by the stereopticon, and gave all who heard it a clear picture of London and Paris under war conditions.

The Library club held its first meeting for the year on Saturday evening, December 8.

The director of the school, Mr Windsor, has been granted two months leave of absence by the Board of trustees to spend in war service. He is at present in Washington, but is looking forward to service in the cantonment libraries before his return.

The war has already hit the library school registration. Of the nine men who registered, three have already left us, all members of the junior class, Rudolph Gjelsness enlisting in the Aviation corps; the other two, Glen Griffin and George L. Doty, being exempt for physical reasons from the forthcoming draft, are in cantonment library work, Mr Doty at Anniston, Alabama, and Mr Griffin at Camp Shelby, Hattiesburg, Mississippi.

FRANCES SIMPSON,  
Assistant director.

#### Los Angeles public library

Results of the week's experience in practical work, finished December 1, were shown in an added interest in class work and a clearer comprehension of lectures. It is hoped that the concentration of practical work into full week periods instead of a few hours weekly will give students a better grasp of the work assigned and will eliminate waste in making the adjustments necessary with each short period.

Class elections were held in December, resulting in the following officers for the class of 1918: President, Frank Hout, Corvallis, Oregon; vice-president, Geraldine Shipley, Long Beach; secretary-treasurer, Florence Elsey, Palo Alto.

The convention of the graduates of the Los Angeles training school which formed an organization in June held a meeting in Los Angeles in October to receive the members of the class of 1918. This was the occasion of the Fall exhibi-

bition of the California art club. An appreciative and delightful talk was given by Miss Alma Cook of the latter association. There were some 60 graduates present.

Edna Anderson, '15, has resigned her position in the branches department of the Los Angeles public library to take a position in the Long Beach public library.

Elizabeth Walker, '16, has resigned her position in the Long Beach public library to accept a position as assistant in the North-East branch of the Los Angeles public library.

Beth Pasko, '16, has been appointed librarian of the Southern California Edison Company, Los Angeles.

Marie Deutschbein, '16, has accepted an appointment as assistant in the reference room of the Public library, Washington, D. C.

**THEODORA R. BREWITT,**  
Principal.

**New York public library**

The advanced courses for December have been those devoted to advanced cataloging and to school library work. The former has consisted of a series of 16 lectures by Miss Henrietta Bartlett, the last of which was an illustrative talk on incunabula. In the school library course, Miss Mary E. Hall has given a series of six lectures on high school libraries, these being supplemented by discussions of other types of school libraries by Miss Newberry. Dr Arthur E. Bostwick addressed the entire school on November 26, upon the topic, "Libraries and national service," this being in connection with his visit to New York to address the New York Public Library Staff association.

To help fill the vacancies on the staff of the New York public library occasioned by the numerous opportunities for war work it has been determined to start a new class in training early in 1918. As originally outlined the work of the Training course proper covers an eight-month period. The emergency plan is to throw the new group with the class which began last fall for those lectures which remain of the regular course, and to repeat the instruction which has been offered since September. It is hoped that recruits will be found among the mid-year high school graduates.

**War service**

The school is represented by former students in war time activities as follows:

Francis J. Dolezal, 1913-15, 106th Infantry, National Guard.

Frederick Goodell, 1913-14, assisting in the library at Camp Wheeler.

Ralph Gossage, 1914-15, with U. S. A. A. C. 557, Allentown, Pennsylvania.

Perrie Jones, 1915-16, with Y. W. C. A., Paris.

Mabel Howe, 1916-17, at A. L. A. assorting station, New York public library.

Karl H. Koopman, 1916-17, with 8th Coast Defense Command.

Elizabeth Stewart, 1916-17, in canteen work in France.

Auxiliary No. 234 of the New York County chapter of the Red Cross is operating under Miss M. L. Sutliff. To date it has prepared for distribution by the Chapter and to former students in service twenty-nine pieces of knitted wear.

**ERNEST J. REECE,**  
Principal.

**New York state library**

Nearly all of the women students are enrolled in Red Cross classes which meet in the school's rooms to prepare surgical supplies and to engage in other Red Cross work. The classes are limited to employees of the University of the State of New York and students of the library school.

The school "service flag" now has 12 stars. The classes and students represented are as follows: 1894, Lt. Willis F. Sewall, Adjutant General's office; 1901, Capt. Drew B. Hall, Quartermaster corps; 1904, Ethel B. Ketcham, Canteen service, American Red Cross in France; Lt. Harold L. Leupp, Lt. Edmund L. Pearson; 1910, Lt. Carlton B. Joeckel; 1912, Paul N. Rice, private, Quartermaster corps; 1915, Capt. Donald B. Gilchrist, Field artillery; 1916, Earl H. Davis, private, Engineer's medical corps, American Expeditionary Forces in France; William Webb, Friends Reconstruction Unit, American Red Cross, Ornans, France; 1918, Corporal Herman O. Parkinson, Ambulance corps; Malcolm O. Young, private, Camp Devens, Ayer, Mass.

Mr Walter S. Biscoe has presented to the school, the collection of twelve brochures on the work of prominent American bookplate artists, issued by Goodspeed in a very limited edition a few years ago.

In a letter dated August 15, 1917, Mme L. Haffkin Hamburger writes: "Our library movement is rapidly progressing. We now have a number of new libraries. All the restrictions are abolished. The library courses (at the Shaniawsky university) had 217 students this year and during the five years of their existence the whole number of students was 1252. Lectures on library economy are now given in several cities. I have just lectured for a fortnight at Kharkoff.... The Russian library association at the end of the first year numbered 500 members. The association already has four branches."

Shaniawsky University has just issued a revised and enlarged edition of Mme Hamburger's handbook for small libraries.

Cards have been received announcing the marriage of the following former students:

Arthur R. Blessing, B. L. S., '17, to Marion L. Peckham, of Albany, N. Y., on Nov. 17. Mr Blessing is reference librarian in the District of Columbia public library, Washington.

Arne Kildal, B. L. S., '07, librarian of Bergens Offentlige Bibliothek, Norway, to Mrs Helga Gjerlöw last August.

Lulu A. Stronge, '09-'10, to Harry Tarbett of Pittsburgh, Pa., on Monday, Nov. 19.

F. K. WALLER.

#### Province of Ontario

The Ontario library school for the training of librarians has just closed its two months' session of intensive library work and has met with remarkable success. The school of last year did well but the extension of the session and the consequent rearrangement work wonders and we are not afraid to compare the product with that of many of our longer living sister schools.

#### Pratt Institute

As a preliminary to the student's practice work in the Brooklyn public

library during the second term, Dr Hill gave a talk on the History and organization of the Brooklyn public library. The other lecturers during the term just past were Miss Sarah B. Askew who spoke on commission work in general and on the work that the New Jersey commission is doing for the soldiers; Miss Tessa L. Kelso, of the Baker and Taylor Company, who spoke on some of the shortcomings and lost opportunities of the library profession, and Miss Anna C. Tyler who lectured on story-telling. The last lecture in the course was given by Mr R. R. Bowker who, as he said, "covered 40 years of library work in 40 winks."

It gives us pleasure to announce that Miss Ruth Hoyt of the present class, whose serious accident in falling from the stairs brought a great shock to all here at Pratt Institute, is recovering in a way that is almost miraculous. After four days of unconsciousness she began to improve, and in a little over two weeks was able to leave the hospital. Miss Hoyt fainted before she fell so that mercifully she has no recollection of the accident and hence there has been no nervous shock to retard her recovery, which promises to be complete, although she will not return to the school until next fall.

Miss Marian Cutter, president of the class of 1918, entertained the faculty and students very delightfully by a progressive Red Cross party given at her home on the evening of November 27.

Notices of the following marriages have been received:

Miss Gladys M. Dixon, '12, to Major Richard U. Nicholas, Corps of Engineers, U. S. A., November 24.

Miss Sarah P. Caldwell, '13, to Dr W. W. S. Butler, December 5.

Miss Ruth W. Dickinson, '17, to Ernest J. Pfirrmann, December 4.

Miss Anne Page, '17, to Claude E. Metzler, December 1.

JOSEPHINE ADAMS RATHBONE,  
Vice-director.

Western Reserve library school  
During the past month, there have

been a number of visiting lecturers at the school. Dr Charles J. Woodberry, who spent some of his youthful days in close association with Ralph Waldo Emerson, spoke to the students on Emerson's personal traits. The book-sellers' point of view was presented by Mr Melcher of Indianapolis who spoke on the inviting field of book-selling for women and the relation of the book-seller and the librarian. First hand information regarding a "County library survey" was given by Ernest I. Antrim of Van Wert, whose intimate knowledge of the Van Wert County library made that an important feature of the Van Wert County survey made by him. His charts were most interesting. The preceding afternoon, Mr Antrim gave a most inspiring address to the students on "The new day" which was full of hope for the great Renaissance which will follow the World war. A very pleasant surprise was the unexpected call from Mr J. I. Wyer, Jr., librarian of the New York state library and chairman of the A. L. A. War Service committee, enroute to Camp Sherman at Chillicothe; he talked informally and briefly regarding the work of the Committee. Miss Mary E. Downey was recently at the school representing the H. W. Wilson Company and spoke in an informing way about the library use of the Wilson publications.

The Student Friendship fund of Y. M. C. A. was one of the "intensive drives" of Western Reserve university in November; each department of the university being assigned its quota of the \$10,000 to be contributed. The Library School students and faculty enthusiastically doubled their quota contributing an average of about \$10 each. The students are actively engaged in Red Cross service one evening each week preparing surgical dressings.

The school catalog for the year 1917-18 has just been issued—the chief deviation from former catalogs being the arrangement of the graduate list by class instead of alphabetically.

Cards have been received at the school announcing the marriage of Clara L. Angell, '15, to Clarence M. Taylor of Cleveland.

William M. McKee, '17, has been appointed assistant camp librarian at Camp Bowie, Fort Worth, Texas.

ALICE S. TYLER,  
University of Wisconsin

Mrs Thorne-Thomsen opened the course in children's work, giving the lectures on story telling and the types of stories to be told, also conducting a practice period in story telling. The course opened thus auspiciously will be continued by Mrs Catherine Head Coleman. Mrs Coleman is a graduate both of the university and of the library school. She further took the course in the Cleveland public library and served as children's librarian in one of the Cleveland branches.

During the month the following special lectures have been given in the School, each relating to the development of a regular course, or having a special bearing on the vision of library work.

Historical source material—Dr M. M. Quaife, secretary Wisconsin historical society.

Public information in wartime—Prof. F. L. Paxson, Department of history.

Parliamentary drill—2 appointments—Prof. F. H. MacGregor, Department of Political science.

Evaluation of books in American history—Prof. C. R. Fish, Department of history.

The class has had opportunity of attending many lectures in the war course offered by the university, especially those given by Dr Gunsaulus, Dr Hillis, and Major Stanley Washburn of the Russian commission. An exhibit of war posters in the Historical museum was of an unusual interest to the library school.

The class visited the plant of the Cantwell Printing Co. during the lectures on book-making. These lectures were further illustrated by exhibitions in the gallery of the school. The usual exhibit of Christmas books was held early in December. At Thanksgiving the University does not give a recess, allowing only the day. In order to observe the day, the class had a most enjoyable Thanksgiving party in the evening at Lathrop hall, the woman's building. The Christmas vacation began at noon on Thursday, December 20, and work will be resumed on January 3, several days in advance of other departments of the university.

## News From the Field

## East

Mrs Helen Gates Fitchet, N. Y. State, '13-'14, is filling a temporary appointment as cataloger at the Massachusetts Agricultural College library, Amherst.

R. L. Power, librarian of the College of Business Administration, Boston, will assist in the New York depot for camp books and in making arrangements to have books sent to the camp libraries over the country.

Lawrence B. Evans has been appointed state librarian of Massachusetts to succeed Foster Stearns who resigned to enter the army.

Thomas Harrison Cummings has been appointed librarian of the public library at Cambridge, Mass.

## Central Atlantic

Mary P. Wiggin, N. Y. State, '17, has gone to Delhi, N. Y., to organize the Cannon free library.

Lotus I. Mitchell and Helen Parry of the Public library, St. Joseph, Missouri, have joined the staff of the War department at Washington.

Edna D. Bullock, B. L. S., N. Y. State, '95, is serving temporarily as indexer and cataloger in the office of the American Red Cross at Washington, D. C.

Marie Deutschbein, Los Angeles, '15-'16, has accepted a position in the reference department of the District of Columbia library in Washington.

Miss Marion S. Morse, Pratt '01, has been appointed librarian of the Packer Institute library in Brooklyn and began work December 1.

Miss Mary F. Stebbins, Pratt '12, who has been supervisor of school work in the Utica public library, has been appointed to the librarianship of the Utica academy.

Margaret McMichael, Drexel, '11, in the Carnegie library of the Pennsylvania state college, has resigned to enter the Signal Corps department at Washington, D. C.

Miss Sarah Greer, Pratt '14, of the catalog department of the New York public library, has accepted a confidential position in one of the Federal offices in New York City.

Miss Mary Wood Johnson, Pratt '11, formerly first assistant in the catalog department of the Public library, Portland, Oregon, has been made head cataloger of the Public library, Indianapolis, Indiana.

Rebecca E. Ritchie, Drexel, '12, has resigned her position in the Carnegie library of the Pennsylvania state college to take another in the Bureau of construction and repair of the Navy department at Washington, D. C.

Mrs Adelaide B. Maltby, Pratt '00, who has been for some years past branch librarian at Tompkins Square, New York, has been made librarian-in-charge of the St. George branch, Staten Island, and of the Traveling libraries department on Staten Island.

Oneonta, New York, has received a gift of the Huntington homestead for a Public library and park. The donor, Mr Henry E. Huntington, proposes to put the building in readiness to receive the books with the understanding that the city will maintain it as a public library.

The annual report of the John Jermain memorial library, of Sag Harbor, N. Y., records circulation, 42,008v., 63 per cent fiction; juvenile circulation, 13,724v.; circulation per capita, 12v.; books on the shelves, 10,811.

The library has recently purchased a fine victrola and a large number of records. Concerts are given twice a month in the reading-room. The records are also used for circulation. Any person having an adult card may take three records and keep them for one week.

The report of the Washington public library for the year ending June 30, 1917, shows a net gain in circulation of 8,000 v., something less than 1 per cent of the total 888,000 v. This gain was made outside of the main library

and the one branch building. The circulation from the central library is beginning to show the decrease common to main buildings in most cities as the business center expands and the residence district recedes from the older location.

The Washington library has not been able to link up the work away from the center of the city by means of a chain of outlying branches. Three small deposit stations in various settlement houses showed a gain of 10,000 v. circulated over last year's figures, but the main gain to balance the central building loss was made thru the schools of the District. The seven high schools showed an added circulation of 4,800 v., while the school department working into 115 graded schools issued 18,300 more books than last year. These school gains, however, only reached the children of the District.

In the annual report of the Pratt institute free library, Brooklyn, direct means for promoting the war and for relieving some of its burdens by means of library service are dwelt upon. The closing of the children's room during the epidemic of infantile paralysis is given as the cause of a loss in the circulation of 10,000v as compared to the previous year. One-third of the actual loss of the period was made up by greatly increased activities during the rest of the year. The library has prepared a song index in a special card catalog. A center of national service information has been established in the general reference room. It is supplied with literature of every sort for meeting present conditions and for encouraging everyone, particularly in the country's service. The applied science department supplied a new quarterly list of recommended technical and industrial books. This was prepared by Mr Donald Hendry and is published by the H. W. Wilson Co. This list is designed as an aid in book selection for smaller libraries.

The children's room celebrated its twenty-first Christmas by a reception in December, 1916, to the children's

librarians of greater New York. Many persons prominent in children's work, including Miss Sheddock, were present. The occasion proved to be also a tribute to the memory of the late Miss Plummer, who planned the first children's room incorporated into the design of a library building.

The library now contains 115,000v. More than half that number has been used up and discarded during the past quarter century.

#### Central

M. Zeliaette Troy, Illinois, B. L. S., '15, is cataloging the library of W. A. Gilchrist, of Chicago.

Florence H. Crouse, Illinois, B. L. S., '17, was married on November 14 to William Maxwell Case of Chicago.

Marie A. Hammond, Illinois, '09-10, has been made cataloger of the library of the Portland Cement Company in Chicago.

The Shubert club of St. Paul, Minnesota, has given its musical library to the music department of the Public library.

Margaret M. Herdman, Illinois, B. L. S., '14, has been appointed field secretary of the Chicago League for the Hard of Hearing.

Mrs Elizabeth Hardman Furst, N. Y. State, '07-'08, joined the staff of the Cleveland public library in November as librarian of the Superior branch.

Alice W. Riggs, N. Y. State, '02-'03, resigned as first assistant in the Public library, East Cleveland, Ohio, to take charge of the catalog department of the Toledo public library.

Mary Anne Hathaway, Simmons, has resigned from the Public library of Milwaukee to become cataloger for the library of the Portland Cement Association, Chicago.

Bertha Welge, for some years librarian of the Public library of Pillsbury, Illinois, has resigned her position to go into business. Miss Jennie Hayes has been elected Miss Welge's successor.

Dr F. W. Gunsaulus, president of Armour Institute, gave some original proof sheets of Mendelssohn's "Elijah" to be sold for the benefit of the Camp libraries that brought \$300 and were afterwards presented to the University of Chicago anonymously.

Through the efforts of Miss Lutie E. Stearns, the finance committee of the Library Board, of Milwaukee, has held a meeting inviting the members of the staff to appear and to present whatever grievances they may feel they have, for consideration by the board. The interview was held behind closed doors and no one except the staff members interested and the committee were present.

A fine community building was dedicated at McLean, Illinois, November 28. The building is to serve the community as a meeting place for various purposes, as the name indicates. A public library is one of the various things provided for, a room 28x44 feet on the south side of the building being set off for that purpose with book shelves, fire places and comfortable quarters. The library is a very attractive place, particularly to the young people. It will serve the township as well as the town.

The annual report of Adelbert College library of Western Reserve university records number of volumes, 91,153; accessions, 3,961; books drawn for home use, 11,000; loans to libraries not connected with the university, 53.

A notable collection of finely mounted book plates was presented to Western Reserve university by Mr and Mrs Paul Lemperly. It consists of about 540 book plates and other engravings by Edwin Davis French and 82 book plates used by the celebrated men and women. Adelbert College library has been made custodian of the collection.

The Public library of Eau Claire, Wis., has received an extensive art collection comprising many hundred prints illustrating the history of the graphic arts and related subjects, with

numerous volumes for reference and many photographic reproductions of the less known paintings of the old masters. The collection includes many rare and valuable items in its etchings, engravings and other prints. It is the gift of Garner Teall of New York, who was born in Eau Claire, and is given in memory of his sister. It is to be known as the Frances Gotheal Teall memorial collection.

The new Carnegie building at Reinbeck, Iowa, was dedicated November 7. Miss Julia Robinson, secretary of the Iowa library commission, extended the greetings and the keys of the library were presented to the city by the president of the library board, Rev A. L. Campbell. A novel feature was the receiving line, the City council and their wives, members of the original library board and those who are serving in that capacity at the present time, being called into a group responsible for the library. The building was thrown open for inspection by the public afterwards. A collection of pictures by American artists, loaned by the Library commission, was on display. The building of brick with a tile roof is located on a large corner lot, surrounded by trees. Miss Phyllis Campbell is librarian.

As a result of war economy the report of the Public library of Dayton, Ohio, has been issued in an attractive four page leaflet for distribution to the patrons of the library.

The present year is the fifty-seventh in the library's history and shows a remarkable growth in the use and popularity of the institution. The number of volumes on the shelves is over 95,000 with over 500 leading periodicals. The total home and reading room use of books was 423,237. Over 49,000 questions were looked up and answered. Number of registered borrowers, 29,900 with about 14,000 unregistered borrowers in schools and factories. Among these latter a total of 70,000 volumes were issued for home reading. Increase in home reading was 25 percent. The percent of fiction in total circulation was 59.9.